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A SURVEY OF STAFF CHARACTERISTICS IN POST-SECONDARY INSTITUTIONS IN ALBERTA

by

© ALEXANDER JAMES TOD

A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled A SURVEY OF STAFF CHARACTERISTICS IN POST-SECONDARY INSTITUTIONS IN ALBERTA submitted by Alexander James Tod in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The purpose of this study was to make an initial survey of a wide range of selected characteristics of staffs of the five public junior colleges, the two institutes of technology and the three agricultural and vocational colleges in Alberta. The characteristics included personal data, formal training and academic qualifications, work history, nature of the job and future aspirations.

The data were collected by means of a 38-item forced-answer questionnaire which was submitted by each institution to professional staff for their personal attention. Thus clerical, custodial and maintenance staff were not included. Of 1007 questionnaires distributed to staff a return of 814 represented 80.8 per cent. The data were analyzed by cross-tabulation computer program.

Because of the variety of institutions and the variety of staff and programs within each institution caution should be used in interpreting and using generalizations about staff characteristics.

Administrators, heads of divisions and instructors existed in the ratio of about 1:2:17. Females comprised about 15 per cent of the staff. About 50 per cent of staff were under thirty-six years of age. About 85 per cent were married. About 50 per cent of staff had a salary over $9,000.

About 80 per cent of staff did secondary and post-secondary education in Canada, while about 60 per cent had never held a teaching certificate. The highest percentage of staff holding any particular degree, or its equivalent, as their highest qualification was 30 per cent with a bachelors degree. Almost 70 per cent of staff

had taken 3 to 7 years of full-time study to acquire their qualifications. About 40 per cent of staff indicated that they were working on programs to improve their qualifications, while about 50 per cent said that they had no immediate plans for a future program.

In relation to immediate previous employment, 60 per cent of staff were in non-educational institutions, about 88 per cent were in Canada and about 74 per cent in Alberta itself. Very little staff movement between institutions or from universities to the institutions was indicated.

Almost 75 per cent of staff had no teaching experience in elementary or secondary education; about 80 per cent had been instructing in post-secondary institutions for up to seven years.

Over 90 per cent of staff understood that no teaching certificate was required to obtain their position. Almost 80 per cent of staff of institutes of technology indicated that experience in business and industry was essential to obtain their position while only 18 per cent in junior colleges indicated so.

On a percentage basis there were several trends: the higher the position on staff the higher the degree held and the higher the salary received; the higher the salary received the higher the qualifications held; a direct relation existed between increasing salary and increasing years in post-secondary educational institutions.

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

A continuing interest exists in post-secondary education and continuing education, whether the education is terminal or vocational in nature or whether it leads to the necessary requirements for entrance to or credits towards university level programs.

Excluding the universities, essentially three types of public institutions provide post-secondary education in Alberta. They are the five junior colleges, the two institutes of technology, and the three agricultural and vocational colleges.

In developing any system of education a knowledge of characteristics of students, staffs and programs is desirable so that an attempt can be made to fulfil existing needs and to forecast future needs. Post-secondary institutions, which are administered by varying authorities, offer similar programs. Under these conditions, availability of data about characteristics of staff is desirable for comparative purposes both within an institution and among institutions. On the basis of characteristics of existing staff the setting of more realistic minimum professional qualifications for instructing in a particular program is possible.

I. STATEMENT OF THE PROBLEM

Within the records of each institution and in governmental files information exists concerning demographic characteristics of staff and perhaps some information on qualifications. However, there has been no collation of this information for all the

institutions and the information that is available could be expanded and become more useful. Therefore, this study was concerned with collecting factual information about characteristics of staff of the five public junior colleges, the two institutes of technology and the three agricultural and vocational colleges.

II. IMPORTANCE OF THE STUDY

With the increasing number of students seeking post-secondary education in these institutions, and the concurrent increase in staff needs of all educational institutions, the availability of some readily accessible and correlated information on the characteristics of staff in the institutions being covered by this survey is increasingly important. The intention was that the data should establish a "base line" for future comparative studies, or studies in considerably more depth, of each of the three types of institutions. This study should also be looked upon as a natural follow-up to the studies by Letts (1) and Schindelka (2) on student characteristics in the same ten institutions. Their studies have also been published by the Board of Post-Secondary Education.

The findings of this survey will be of interest to the Board of Post-Secondary Education. Through copies of this thesis the information will be made available to the institutions surveyed and to staff associations.

III. DEFINITION OF TERMS USED

Board of Post-Secondary Education

A board composed of members appointed by the Minister of

Education of Alberta to study provincial needs in the post-secondary field and make recommendations to him in relation to junior colleges, to review and coordinate the work of junior colleges, to advise on matters of financial support and to arrange for affiliation with universities.

Public Junior College

A college established and operated pursuant to The Public Junior Colleges Act of Alberta for the purpose of teaching subjects of university level and of a general or vocational nature.

Institute of Technology

No specific Act established or operates these institutes but an institute of technology might be defined as an institute that provides education and training in technologies, and in industrial, vocational and business fields, beyond the level of high school vocational programs and outside the scope of universities.

Agricultural and Vocational College

A college established pursuant to The Agricultural and Vocational Colleges Act for the purpose of teaching practical and scientific farming, household economy, domestic science and such other subjects as prescribed by the Board administering the colleges.

IV. DELIMITATIONS AND LIMITATIONS

Delimitations

Post-secondary institutions may assume a variety of forms, including schools of nursing, business schools, vocational centres, and so forth. This study was concerned only with the five junior

colleges, the two institutes of technology and the three agricultural and vocational colleges in Alberta.

The study was limited to a survey of selected characteristics of the full-time professional staff of the ten institutions. Administrative staff, divisional and departmental heads and instructional staff were included but clerical, custodial and maintenance personnel were excluded. A very purposeful delimitation was that as an initial study in this field of staff characteristics it should be characterized by breadth rather than depth.

Limitations

The usual limitations of questionnaire data collection apply. A 100 per cent reply was not obtained, and it is probable that all respondents did not interpret the questions in exactly the same way.

The institutions surveyed fall into three categories serving different purposes and having different staff profiles. An important limitation is that the same questionnaire was designed to be administered to all staffs. As an initial study, the administering of the same questions to all staffs was considered advisable for comparative purposes. To the extent that real differences in operating procedures contributed to different interpretations of items, this generalized approach constitutes a limitation.

V. ORGANIZATION OF THE THESIS

The present chapter stated the problem, the importance of the study, necessary definitions, delimitations and limitations. The remainder of the thesis is organized as follows. Chapter II outlines

related studies while Chapter III indicates the research procedures. An analysis and discussion of the findings for each of the thirty-seven questions in terms of the ten institutions occurs in Chapter IV. These discussions are continued in Chapter V where the cross-tabulation of pairs of questions are analyzed in terms of the three groups of institutions. The concluding chapter, Chapter VI, summarizes the findings of the study and offers recommendations for future modifications of the questionnaire and for further research.

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2. Schindelka, Donald J. J. "The Characteristics of Students in the Alberta Institutes of Technology." Unpublished Masters thesis, The University of Alberta, Edmonton, October, 1968.

CHAPTER II

RELATED STUDIES

A survey of the literature indicated a scarcity of research studies on the characteristics of staffs of post-secondary institutions although several studies briefly mentioned individual aspects. The concentration seemed to have been on student characteristics, and staff requirements for the institutions in future years.

Stewart (12:23) drew attention to the considerable variety to be expected in the nature of staffs because institutions serve many different purposes. In referring to community colleges in the United States of America, he pointed out that they were not designed merely to relieve enrolment pressures on senior institutions but rather that they had a role and integrity of their own and therefore a different staff profile to other institutions was to be expected.

The data from related studies are organized under headings which correspond to the sub-titles of the questionnaire designed for this study.

I. PERSONAL DATA

Of the several aspects of personal data, reference only to distribution of the sexes on a staff and age was found.

In their book The New American College, Sexson and Harbeson (11:178) stated that there should be a fairly even distribution of men and women and that any contrary practices were based on sheer prejudice. They drew attention to a fairly even distribution being an advantage for extracurricular programs. In Medsker's study of the

junior college in the United States of America (7:171) almost 72 per cent of respondents were men.

The only reference to age was that reported by Mayhew when he said that the average professor in privately supported liberal arts colleges was in his middle forties. (6:17)

II. FORMAL TRAINING

The most comprehensive and recent report on staff characteristics was found in Medsker's book The Junior College: Progress and Prospect. Of more than 600 two-year colleges scattered throughout most of the states in the United States of America, he chose fifteen states which had 342 two-year colleges. About 20 per cent were chosen for intensive study. (7:2-3) He used two year colleges ".... in order to have an all embracing term that could also include technical institutes and freshman-sophomore extension centers." (7:6) The intensive study covered seventy-four institutions from which 3,274 respondents gave an 84 percentage rate of response for the study. (7:170)

Medsker found that 68 per cent of respondents were full-time teachers, 6 per cent were full-time administrators and 1 per cent were full-time counsellors; 8 per cent had combined teaching-counselling responsibilities, 8 per cent were classified as combination teachers and administrators, and various other combinations accounted for the remainder of the group. (7:171)

As early as 1927, a study of the junior college in the United States of America, edited by Proctor (8:47), found that approximately 7 per cent of staff held a doctoral degree, 40 per cent held a

masters degree plus training to hold a high school teachers certificate, 36 per cent held a bachelors degree plus a teaching certificate, leaving 16 per cent without a degree but holding special certificates for teaching in subjects in which they were proficient. Attention was drawn to the fact that the degree holders, other than those holding a doctoral degree, had had very definite instruction in the art and practice of instruction.

Mayhew made the statement about the smaller liberal arts college in the United States of America that the average professor had graduate work beyond the masters degree and that in a fair number of cases he held a doctorate but as a rule he did not. (6:17) However, later (6:23) he stated that the Ph.D. degree had become accepted as the appropriate training for a college teacher and that at present (1962) slightly less than 40 per cent of staff in all colleges had Ph.D. degrees whereas in private liberal arts colleges under 25 per cent of staff had Ph.D. degrees.

Medsker (7:171-172) found that almost 93 per cent of his respondents held at least a bachelors degree while almost one-half of the 7 per cent who did not hold a first degree indicated that they were working towards it. He found that 74.3 per cent held a graduate degree, more than 64 per cent held only a masters degree, 7 per cent had an earned Ph.D. and 2.7 per cent an Ed.D. More than 9 per cent were working towards a masters degree and more than 10 per cent towards a doctorate.

In comparing his data with similar information gathered by Koos in 1941-42 on 1,458 teachers in 48 local public junior colleges in California and in eight states in the Middle West and

South, Medsker said that considering the time which had elapsed between the two studies the data were strikingly similar. (7:172) The percentages of staff with various degree qualifications, Koos' data appearing in parentheses, are as follows: doctorate, 9.6 per cent (6.3 per cent); masters, 64.6 per cent (63.6 per cent); bachelors, 17.0 per cent (26.8 per cent); no degrees, 6.7 per cent (3.3 per cent); indeterminate or unclassified, 2.1 per cent (0.0 per cent).

Information on staff characteristics for technical and agricultural colleges was rather scarce and the problem was further complicated by the fact that in other countries these programs were not necessarily assigned to physically separate institutions. A report published in England in 1957 (9:vii) indicated that about 60 per cent of teachers in technical colleges had university degrees or the equivalent qualifications, and about one third had received professional training as teachers.

In a study of industrial-technical education in the public community junior colleges of Michigan, Larson (3) found that, for the school year 1960-61, of 138 teachers employed one-half had earned at least the masters degree, 41 of 59 who had masters degrees receiving them in industrial education, industrial arts or vocational education. Two-thirds of instructors had earned the bachelors or masters degrees in Michigan. An apprenticeship had been completed by 21 of the 138 instructors and 38 per cent had community college certificates as well as vocational certificates.

Fielding (1) found that, of 156 directors of vocational-technical education in the public junior colleges of the United States of America, 150 or 96 per cent had bachelors degrees, 127 or 81

per cent had masters degrees and 23 or 14.7 per cent had doctoral degrees.

III. WORK HISTORY

Both Sexson and Harbeson (11:178) and Proctor (8:45) agreed that the faculty should come from wide geographical areas, and that they should come from a widely separated number of centres of academic and professional training.

Medsker (7:172) found that more than 64 per cent of college staffs had formerly taught in secondary or elementary schools, or in both, but mostly in secondary schools.

Warren (14:12) reported that in England the majority of staff in technical colleges were recruited from the upper ranks of industry after training and experience in their trade, craft or profession. Teachers of non-technical subjects were often recruited from secondary schools.

Reporting on directors of vocational-technical education, Fielding (1) stated that the principal source of personnel for the position was junior college teaching while other major sources were secondary school administration and junior college administration. Of the 156 directors in the study 106 had taught in junior colleges and 51 in colleges or universities.

IV. EMPLOYMENT REQUIREMENTS

As early as 1927 the University of California set a minimum standard of a degree of Master of Arts for faculty members of junior colleges. (8:2) Proctor believed that the desirable faculty

member ". . . is the type whose ability and training have carried him through the basic fields of thought and endeavour which our higher institution awards with a Doctor of Philosophy." (8:42) While many do not hold the degree he believed that it was a great advantage to have had teaching experience for it developed mental alertness, technical skill and understanding, which enabled the instructor to deal efficiently with students who were seeking guidance as well as instruction in a given field.

Sexson and Harbeson (11:180-181) found that in academic departments in colleges in the United States of America the minimum amount of academic training required was a masters degree with a major in the field of his teaching. In the larger districts two to six years of experience were also required. Richardson and Blocker (10:5) stated that the preparation normally required of a professor or an instructor in a two-year institution in the United States of America was a masters degree in the field taught.

In the technical and semi-professional fields Richardson and Blocker (10:6) pointed out that these schools often preferred personnel with directly related experience rather than a purely academic background, under the theory that the best instructor for a highly specialized subject was one who had himself been involved in the field. Warren (14:12) stated that training in teaching was not obligatory or, at present, usual in England.

Venn (13:35) outlined the problem of recruitment of competent teachers in vocational and technical education in the United States of America. With the program's present emphasis on shop instruction and job expertise teachers must themselves have had a high level of

job knowledge and experience. However, as he said, a good skilled craftsman or technician can earn far more in industry. Only with vocational agriculture and home economics did the colleges graduate a good number of people each year who were qualified to teach these subjects. The solution had been to take the willing craftsman or technician, who was often an older worker or other person whose earning power in industry has become limited, push him through some education courses for teaching techniques, and put him in front of a class.

Garris (2:30-31) gave some indication of the requirements for vocational agriculture teaching in the United States of America. The training of a teacher of vocational agriculture must include a number of technical and professional subjects, which demand more complete training than could be given in four years of college training. It was also desirable that he should have been raised on a farm.

V. NATURE OF THE JOB

Sexson and Harbeson (11:182) believed that permanent tenure was desirable from a standpoint of both teachers and students but that provision of tenure should be safeguarded from abuse by an adequate period of probation; in fact "a genuine professional standing on the part of the faculty is impossible without security in the position."

Marsh (5:104) expressed a view that nominal teaching time should not be more than 80 per cent, allowing for lectures, student consultations and marking, as well as preparation.

Loken (4:103-104) referred to recommendations on work loads for junior college instructors in Alberta, made in 1963 by a committee on junior colleges. Instructors with Arts courses should have a maximum lecture load of twelve hours per week; with Science courses nine hours of lectures and nine hours of laboratory supervision. Instructors with these loads should have no other duties. The amount of teaching in high school programs and other duties should never exceed five half-days per week.

VI. SUMMARY

The relative scarcity of research studies on the characteristics of staffs of post-secondary institutions leads to possible false generalizations when attempting to summarize the information outlined in this chapter.

Of the total staff in a typical junior college in the United States of America, up to three-quarters were on full-time teaching while less than one-tenth were on full-time administration; over nine-tenths would have a bachelors degree; over one-half would have a masters degree; about one-tenth would have a doctoral degree although this latter fraction could be as high as four-tenths. The percentages of staff with various degrees in technical and agricultural colleges were somewhat less than in junior colleges.

There was agreement that staffs in the United States of America should be cosmopolitan in relation to geographical, academic and professional aspects. The majority of junior college staff came from secondary or elementary schools while technical colleges drew their staff from industry.

Junior colleges generally required a masters degree as minimum qualification and preferred some experience in teaching. Technical colleges placed more emphasis on related field experience than on purely academic background. The specialist nature of agricultural teaching required more than just formal academic training.

Opinion was held that a period of probation leading to permanent tenure is desirable. Insufficient information was available on work-loads in the various institutions.

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CHAPTER III

RESEARCH PROCEDURES

I. INSTRUMENTATION

The instrument which was used for this survey was a forced answer type questionnaire. Since no suitable instrument was found, construction of a questionnaire was necessary for this study. A sample appears in Appendix A.

Sources of Questionnaire Items

An inventory Form No 1302-328 which appeared in Research Monograph Number 10 (2:39) and the questionnaire which was used to ascertain characteristics of The Alberta Teaching Force in 1957-58 (1:65-68) were useful in the formative stages of gathering ideas for the scope and format of the questionnaire. An interview with Dr. Kolesar, Chairman, Board of Post-Secondary Education, and informal discussions with many people over several months led to a decision that the questionnaire items should cover demographic characteristics, past and present academic training and future plans, and past and present job experience. Therefore, the instrument was essentially designed specifically for the study.

Format

The questionnaire was composed with two particular purposes in mind. First, in order to encourage a high rate of return the questionnaire should have an attractive format, the method of responding should be easy and not time-consuming, and it should

require factual information only, with no expression of opinion to be required at any stage. Second, the format should allow for processing of the data by computer.

The questions asked were deemed necessary and sufficient to elicit that data which were considered desirable to collect in an initial study of this kind.

Revision of Questionnaire Items

The questionnaire passed through many draft forms before being presented to doctoral students in Educational Administration and to a seminar group of colleagues at the University of Alberta. Telephone contact was made with a divisional head at the Northern Alberta Institute of Technology and a lengthy discussion of the questionnaire was held with Dr. Fast of the Board of Post-Secondary Education. As a result, two major revisions were made; (1) the questions were grouped under sub-titles, and (2) because of the importance placed on a high rate of return, a decision was made not to use the general answer sheet (for machine scoring) to thus allow a more easily understandable arrangement of those questions with more than five categories.

This revised draft was submitted as a pilot study to twenty staff, two from each institution; also, further suggestions and criticisms were invited. The revised draft was also the basis of an interview with the principal of the Northern Alberta Institute of Technology, before the final draft was produced.

Staff Characteristics

The questionnaire was designed with six main sub-titles.

1. Position and Institution.

2. Personal Data (sex, age, marital status, number of children, and salary).

3. Formal Training and Academic Qualifications (professional certificates and degrees held, how long since and where they were obtained, length of full-time and part-time study to obtain qualifications, present academic program, if any, and future plans).

4. Work History (type, place and duration of previous employment in and out of educational institutions; any minimum academic or professional standard, teachers certificate and business or industry experience required to obtain present position).

5. Nature of the Job (tenure, type of program in which instructing, whether instruction occurs during daytime only, percentage of time spent instructing and whether part-time instruction is also undertaken and in what program).

6. Future Aspirations (the type of institution and location).

II. DATA COLLECTION

Method of Administering the Questionnaire

The Board of Post-Secondary Education made an initial contact with each of the institutions in early December, 1968, advising them of the possibility of the survey and seeking their cooperation.

The numbers of staff eligible to answer the questionnaire as indicated under delimitations were ascertained. At least that number of questionnaires was forwarded to each institution to the principal who organized their distribution, collection and return. To maintain anonymity, an envelope in which each respondent could seal his

completed questionnaire was provided. After about six weeks a follow-up letter was sent to all institutions.

Copies of all correspondence and data sheets associated with this survey appear in Appendix B.

Part-Time Staff

The head of one institution suggested that within the institutions a considerable number of the professional staff were only part-time and that elimination of this group could affect the results of this survey. Therefore, each principal was asked to indicate the number of part-time staff employed at his institution, the part-time work load being expressed as a percentage of the "full work load." Their replies indicated that thirty-three staff were in the 0-25 per cent range, sixteen were in the 26-50 per cent range, six were in the 51-75 per cent range and five were over 75 per cent of the full work load. Thus, these part-time staff equated to approximately eighteen full-time staff which was about 1.8 per cent of the eligible respondents. Thus, the number of part-time staff was not considered sufficiently large to affect the result of this study.

Returns

After rejecting eight questionnaires, one being returned blank, two having insufficient answers, two being from part-time staff and three from clerical staff, there were 814 returns out of 1007 eligible staff giving an overall response of 80.8 per cent. The two institutes of technology gave returns of 77.7 and 83.0 per cent. The three agricultural colleges gave returns of 100, 100 and 91.7 per cent. The five junior colleges gave returns of 86.7, 60.6, 82.3, 79.2 and 83.3

TABLE I

QUESTIONNAIRE RETURNS BY TYPE OF INSTITUTION

	Junior Colleges	Institutes of Technology	Agricultural Colleges	TOTAL
Number of eligible staff	212	728	67	1007
Number of returns	165 (77.8%)	584 (80.2%)	65 (97.0%)	814 (80.8%)
Percentage of total returns (814)	20.3%	71.7%	8.0%	

per cent. Table I shows the number and percentage of eligible staff and of respondents in each type of institution. The percentage return ranged from 77.8 per cent for the junior colleges to 97.0 per cent for the agricultural colleges. However, when considering percentage returns some note should be taken of the size of staffs. While the agricultural colleges had 67 eligible staff and the junior colleges had 212, the institutes of technology had 728 eligible staff.

III. TREATMENT OF DATA

Processing of Questionnaires

Responses to every question of every questionnaire were examined. Numerical codings were used to indicate "did not answer" and, for questions 12, 13 and 36, to indicate "not applicable" as respondents were told that these three questions would not necessarily require an answer. Also a decision as to the answer of best fit was made where respondents had added information for clarification. Further discussion of the questions occurs in Chapter IV and recommendations concerning future modification of the questionnaire are made in Chapter VI.

Processing of Data

The data from each questionnaire were transferred to data cards which were then processed with computer program CROS-4 to give: (1) total and percentage replies by institution for the thirty-seven questions, and (2) totals and percentages in subdivision by types of institutions for a cross-tabulation between pairs of chosen questions. These analyses are given in Chapter IV and V.

IV. A CAUTION - INTERPRETATION OF DATA

Great care should be exercised in interpreting and making observations from the data because of the varying types of programs offered not only by the three groups of institutions but also at times by institutions within the same group. It is also pertinent that the five junior colleges are required to be affiliated with a university in order to offer university level courses beyond matriculation. The university with which the college is affiliated must approve the appointment of instructors of university level courses and, in general, a masters degree or higher is considered a necessary qualification.

REFERENCES FOR CHAPTER III

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CHAPTER IV

ANALYSES OF STAFF CHARACTERISTICS BY INSTITUTION

The data obtained on staff characteristics are shown in Tables II to XXXVIII. Excluding question 2 of the questionnaire, which identified the institutions, the tables correspond in order respectively to questions 1 to 38 of the questionnaire. This chapter is divided into the six sub-groups of the questionnaire, which are as follows:

1. Position on Staff (Table II);
2. Personal Data (Tables III - VII);
3. Formal Training and Academic Qualifications (Tables VIII - XX);
4. Work History (Tables XXI - XXX);
5. Nature of the Job (Tables XXXI - XXXVI);
6. Future Aspirations (Tables XXXVII - XXXVIII).

Some respondents experienced some difficulty in choosing the answer of best fit. Some questions did not elicit quite the information sought and therefore did not fully serve the purpose intended. For example a section head was not sure if he should place himself in the category "Head of Division or Department" while a senior instructor had the same problem with the category "Instructor, lecturer, teacher." These problems are discussed in the recommendations in Chapter VI. In some cases where the information offered by a respondent indicated clearly that recoding of the question was necessary this recoding was done. Further reference is made to this aspect with specific tables in this chapter.

The fact that this survey gives the characteristics of staffs

who were in the institutions in the 1968-69 academic year and in particular during the months of March and April, 1969, must be rather emphatically stressed.

Attention is drawn to the fact that due to the rounding of numbers the percentages in some tables do not total exactly 100 per cent.

I. STAFF POSITION

Of the total staff in the ten institutions, Table II shows that about 5 per cent were administrators, about 11 per cent were heads of divisions, departments or sections, and about 83 per cent were instructors, lecturers or teachers. Position titles such as librarian, counsellor, laboratory coordinator, programmer and systems analyst were indicated by the 1.2 per cent of staff who listed themselves under "other positions." While junior colleges had the highest percentage of staff as administrators (about 11 per cent), agricultural colleges had the highest percentage as heads of departments (about 20 per cent).

II. PERSONAL DATA

Data on the distribution of staff in relation to aspects of personal information are to be found in Tables III to VII.

Sex

Of the 814 respondents Table III shows that 14.0 per cent were women and 85.7 per cent were men; 2 respondents did not reply. The junior colleges had the highest percentage of women with 23.6 per cent on staff, while the institutes of technology had the highest percentage of men with 88.9 per cent of staff being male.

TABLE II

DISTRIBUTION OF STAFF BY INSTITUTION AND STAFF POSITION

Institution	Staff Position			
	Administrator	Head of Division, department or section	Instructor, lecturer or teacher	Other positions
AG. COLLEGES	3	13	49	0
	(4.6%)	(20.0%)	(75.4%)	(0.0%)
Fairview	1	3	12	0
Olds	1	8	18	0
Vermilion	1	2	19	0
INSTITUTES	17	59	502	6
	(2.9%)	(10.1%)	(86.0%)	(1.0%)
N.A.I.T.	2	33	261	4
S.A.I.T.	15	26	241	2
JUN. COLLEGES	18	20	123	4
	(10.9%)	(12.1%)	(74.5%)	(2.4%)
Grande Prairie	1	1	11	0
Lethbridge	4	2	22	0
Medicine Hat	2	3	14	1
Mount Royal	11	13	59	1
Red Deer	0	1	17	2
TOTAL	38	92	674	10
	(4.7%)	(11.3%)	(82.8%)	(1.2%)

NOTE: Percentages in the tables may not total 100 per cent due to the rounding of numbers.

TABLE III

DISTRIBUTION OF STAFF BY INSTITUTION AND SEX

Institution	Sex		
	Male	Female	Did not answer
AG. COLLEGES	53	12	0
	(81.5%)	(18.5%)	(0.0%)
Fairview	15	1	0
Olds	23	4	0
Vermilion	15	7	0
INSTITUTES	519	63	2
	(88.9%)	(10.8%)	(0.3%)
N.A.I.T.	258	41	1
S.A.I.T.	261	22	1
JUN. COLLEGES	126	39	0
	(76.4%)	(23.6%)	(0.0%)
Grande Prairie	11	2	0
Lethbridge	26	2	0
Medicine Hat	14	6	0
Mount Royal	63	21	0
Red Deer	12	8	0
TOTAL	698	114	2
	(85.7%)	(14.0%)	(0.2%)

Age

The data in Table IV show that almost 50 per cent of the staff of all institutions were under thirty-six years of age. The junior colleges had the greatest percentage of staff under thirty-six years of age (55.8 per cent). However, while the institutes of technology and the junior colleges had about 7 per cent of staff under twenty-six years of age the agricultural colleges had 20 per cent. About 12 per cent of the total staff were over fifty years of age, the junior colleges having had 12.7 per cent and the agricultural colleges having had 7.7 per cent. No respondent was over sixty-five years of age.

Marital Status

Table V shows that 85 per cent of the staff in all institutions were married and 1.3 per cent were single. The institutes of technology had the greatest percentage of married staff with 88.4 per cent, while the agricultural colleges had 75.4 per cent and the junior colleges had 77.6 per cent.

Number of Children

Examination of Table V shows that the agricultural and junior colleges had about 21 per cent of single staff each, whereas the institutes of technology had only 10 per cent. Thus, as was to be expected, Table VI shows that the institutes of technology had about 24 per cent of staff with no children while the agricultural and junior colleges had about 35 and 39 per cent respectively. Of the total staff about 28 per cent had no children, 13 per cent had one child, 23 per cent had two children, 21 per cent had three children,

TABLE IV

DISTRIBUTION OF STAFF BY INSTITUTION AND AGE

Institution	Age Range in Years									
	Under 26	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66 & over
AG. COLLEGES	13	15	6	7	12	7	3	2	0	0
	(20.0%)	(23.1%)	(9.2%)	(10.8%)	(18.5%)	(10.8%)	(4.6%)	(3.1%)	(0.0%)	(0.0%)
Fairview	1	3	0	2	5	3	1	1	0	0
Olds	4	8	5	3	3	1	2	1	0	0
Vermilion	8	4	1	2	4	3	0	0	0	0
INSTITUTES	45	107	122	87	88	64	48	18	5	0
	(7.7%)	(18.3%)	(20.9%)	(14.9%)	(15.1%)	(11.0%)	(8.2%)	(3.1%)	(0.9%)	(0.0%)
N.A.I.T.	33	56	72	45	48	24	14	7	1	0
S.A.I.T.	12	51	50	42	40	40	34	11	4	0
JUN. COLLEGES	12	49	31	30	16	6	10	8	3	0
	(7.3%)	(29.7%)	(18.8%)	(18.2%)	(9.7%)	(3.6%)	(6.1%)	(4.8%)	(1.8%)	(0.0%)
Grande Prairie	1	5	1	5	1	0	0	0	0	0
Lethbridge	0	4	7	9	6	0	2	0	0	0
Medicine Hat	4	4	3	4	2	1	2	0	0	0
Mount Royal	5	30	16	9	5	5	6	6	2	0
Red Deer	2	6	4	3	2	0	0	2	1	0
TOTAL	70	171	159	124	116	77	61	28	8	0
	(8.6%)	(21.0%)	(19.5%)	(15.2%)	(14.3%)	(9.5%)	(7.5%)	(3.4%)	(1.0%)	(0.0%)

TABLE V

DISTRIBUTION OF STAFF BY INSTITUTION AND MARITAL STATUS

Institution	Marital Status		
	Single	Married	Other
AG. COLLEGES	14	49	2
	(21.5%)	(75.4%)	(3.1%)
Fairview	3	13	0
Olds	6	21	0
Vermilion	5	15	2
INSTITUTES	57	516	11
	(9.8%)	(88.4%)	(1.9%)
N.A.I.T.	35	259	6
S.A.I.T.	22	257	5
JUN. COLLEGES	35	128	2
	(21.2%)	(77.6%)	(1.2%)
Grande Prairie	5	8	0
Lethbridge	2	26	0
Medicine Hat	6	13	1
Mount Royal	15	68	1
Red Deer	7	13	0
TOTAL	106	693	15
	(13.0%)	(85.1%)	(1.8%)

TABLE VI

DISTRIBUTION OF STAFF BY INSTITUTION AND NUMBER OF CHILDREN

Institution	Number of Children				
	None	One	Two	Three	Four or more
AG. COLLEGES	23	6	11	16	9
	(35.4%)	(9.2%)	(16.9%)	(24.6%)	(13.8%)
Fairview	3	0	5	6	2
Olds	11	4	3	8	1
Vermilion	9	2	3	2	6
INSTITUTES	141	82	145	130	86
	(24.1%)	(14.0%)	(24.8%)	(22.3%)	(14.7%)
N.A.I.T.	90	41	58	67	44
S.A.I.T.	51	41	87	63	42
JUN. COLLEGES	65	19	29	22	30
	(39.4%)	(11.5%)	(17.6%)	(13.3%)	(18.2%)
Grande Prairie	6	0	5	1	1
Lethbridge	2	2	7	4	13
Medicine Hat	9	3	3	3	2
Mount Royal	37	11	13	11	12
Red Deer	11	3	1	3	2
TOTAL	229	107	185	168	125
	(28.1%)	(13.1%)	(22.7%)	(20.6%)	(15.4%)

and about 15 per cent had four or more children.

Salary

Staff in the salary range $7,000 to $11,449 constituted 77.8 per cent of all respondents. Table VII shows that in this same range the institutes of technology had 81.9 per cent of staff and the agricultural colleges 72.4 per cent of staff, but the junior colleges had only 64.8 per cent of staff. However, further comparisons show that the junior colleges had 32.1 per cent of staff with a salary of $11,500 or over while the institutes of technology and the agricultural colleges had only 8.2 per cent and 6.2 per cent respectively. Also the junior colleges had only 1.2 per cent of staff with a salary under $7,000, but the institutes of technology and the agricultural colleges had 9.6 per cent and 21.6 per cent respectively.

III. FORMAL TRAINING AND ACADEMIC QUALIFICATIONS

Data on the distribution of staff in relation to aspects of training and qualifications occur in Tables VIII to XX.

Place of Secondary Education

Table VIII shows that, of the total staff, the largest group to take their secondary education outside Canada was 9.1 per cent from the British Isles. However, when the institutions are viewed separately, 11.5 per cent of the staff of junior colleges took their secondary education in the United States while none from the agricultural colleges and only 1.7 per cent from the institutes of technology had done so. Agricultural colleges had the most staff who took their secondary education in Canada. Agricultural colleges had

TABLE VII

DISTRIBUTION OF STAFF BY INSTITUTION AND YEARLY SALARY AS A FULL-TIME EMPLOYEE

Institution	Yearly Salary in Dollars										
	Less than 4000	4000 to 4999	5000 to 5999	6000 to 6999	7000 to 7999	8000 to 8999	9000 to 9999	10000 to 11449	11500 to 12999	Over 13000	Did not answer
AG. COLLEGES	4	2	1	7	12	8	12	15	2	2	0
	(6.2%)	(3.1%)	(1.5%)	(10.8%)	(18.5%)	(12.3%)	(18.5%)	(23.1%)	(3.1%)	(3.1%)	(0.0%)
Fairview	1	1	1	0	2	2	3	5	0	1	0
Olds	1	0	0	4	4	3	6	8	1	0	0
Vermilion	2	1	0	3	6	3	3	2	1	1	0
INSTITUTES	2	5	5	44	98	139	150	91	40	8	2
	(0.3%)	(0.9%)	(0.9%)	(7.5%)	(16.8%)	(23.8%)	(25.7%)	(15.6%)	(6.8%)	(1.4%)	(0.3%)
N.A.I.T.	2	4	3	29	52	81	65	43	19	1	1
S.A.I.T.	0	1	2	15	46	58	85	48	21	7	1
JUN. COLLEGES	0	0	1	1	6	22	42	37	37	16	3
	(0.0%)	(0.0%)	(0.6%)	(0.6%)	(3.6%)	(13.3)	(25.5%)	(22.4%)	(22.4%)	(9.7%)	(1.8%)
Grande Prairie	0	0	0	0	0	0	4	5	0	4	0
Lethbridge	0	0	0	0	0	1	12	7	7	1	0
Medicine Hat	0	0	1	0	3	4	4	4	3	1	0
Mount Royal	0	0	0	1	2	13	16	17	25	7	3
Red Deer	0	0	0	0	1	4	6	4	2	3	0
TOTAL	6	7	7	52	116	169	204	143	79	26	5
	(0.7%)	(0.9%)	(0.9%)	(6.4%)	(14.3%)	(20.8%)	(25.1%)	(17.6%)	(9.7%)	(3.2%)	(0.6%)

TABLE VIII

DISTRIBUTION OF STAFF BY INSTITUTION AND PLACE OF SECONDARY EDUCATION

Institution	Place of Secondary Education								
	All in Alberta	Largest part in Alberta	All in Can.prov. other than Alberta	Largest part in Can.prov. other than Alberta	Largest part in U.S.A.	Largest part in contin. Europe	Largest part in British Isles	Largest part elsewhere	Did not answer
AG. COLLEGES	36	2	20	0	0	1	5	1	0
	(55.4%)	(3.1%)	(30.8%)	(0.0%)	(0.0%)	(1.5%)	(7.7%)	(1.5%)	(0.0%)
Fairview	7	1	7	0	0	0	1	0	0
Olds	16	1	7	0	0	0	3	0	0
Vermilion	13	0	6	0	0	1	1	1	0
INSTITUTES	279	32	118	27	10	42	58	17	1
	(47.8%)	(5.5%)	(20.2%)	(4.6%)	(1.7%)	(7.2%)	(9.9%)	(2.9%)	(0.2%)
N.A.I.T.	143	14	52	17	4	28	30	12	0
S.A.I.T.	136	18	66	10	6	14	28	5	1
JUN. COLLEGES	69	7	45	6	19	2	11	6	0
	(41.8%)	(4.2%)	(27.3%)	(3.6%)	(11.5%)	(1.2%)	(6.7%)	(3.6%)	(0.0%)
Grande Prairie	7	1	0	1	2	1	1	0	0
Lethbridge	14	1	8	1	2	0	0	2	0
Medicine Hat	8	0	7	0	2	0	2	1	0
Mount Royal	32	4	27	3	10	0	6	2	0
Red Deer	8	1	3	1	3	1	2	1	0
TOTAL	384	41	183	33	29	45	74	24	1
	(47.2%)	(5.0%)	(22.5%)	(4.1%)	(3.6%)	(5.5%)	(9.1%)	(2.9%)	(0.1%)

89.3 per cent, institutes of technology had 78.1 per cent, and junior colleges had 76.9 per cent, giving an overall average of 78.8 per cent of staff who took their secondary education in Canada.

The greater number of those staff who took their secondary education in continental Europe came in order from Holland and Germany and comprised 50 per cent of the group. The other countries represented were Austria, Czechoslovakia, Denmark, Hungary, Sweden, Switzerland and Yugoslavia. This European group comprised 5.5 per cent of the total.

The staff who took the largest part of their secondary education elsewhere comprised 2.9 per cent of the total. The places named, the order being not significant, were Iceland; China, Japan and the Philippines; Middle East and Egypt; Monserrat, West Indies, Dominica and Trinidad; and South Africa, East Africa, India, Australia and New Zealand.

Place of Post-Secondary Preparation

According to Table IX by far the greatest number of staff took all their post-secondary preparation in Canada, over one-half having taken all or the largest part of it in Alberta. Canada accounted for 77.5 per cent of the staff while the United States was next with 8.7 per cent and then the British Isles with 7.5 per cent.

A similar pattern existed in the three types of institutions for post-secondary preparation as for secondary education. The agricultural colleges had the greatest percentage of staff who took their post-secondary preparation in Canada, namely 81.5 per cent. The institutes of technology had 78.7 per cent and the junior colleges had 72.8 per cent.

TABLE IX

DISTRIBUTION OF STAFF BY INSTITUTION AND PLACE OF POST-SECONDARY ACADEMIC, PROFESSIONAL, TECHNICAL OR TRADE PREPARATION

Institution	Place of Post-Secondary Education									
	Question not relevant	All in Alberta	Largest part in Alberta	All in Can.prov. other than Alberta	Largest part in Can.prov. other than Alberta	Largest part in U.S.A.	Largest part in contin. Europe	Largest part in British Isles	Largest part elsewhere	Did not answer
AG. COLLEGES	1	28	6	18	1	5	0	5	0	1
	(1.5%)	(43.1%)	(9.2%)	(27.7%)	(1.5%)	(7.7%)	(0.0%)	(7.7%)	(0.0%)	(1.5%)
Fairview	0	5	2	6	1	0	0	1	0	1
Olds	0	12	1	6	0	5	0	3	0	0
Vermilion	1	11	3	6	0	0	0	1	0	0
INSTITUTES	6	259	78	65	58	28	29	50	10	1
	(1.0%)	(44.3%)	(13.4%)	(11.1%)	(9.9%)	(4.8%)	(5.0%)	(8.6%)	(1.7%)	(0.2%)
N.A.I.T.	3	148	39	31	23	8	17	24	7	0
S.A.I.T.	3	111	39	34	35	20	12	26	3	1
JUN. COLLEGES	0	40	32	22	23	38	1	6	3	0
	(0.0%)	(24.2%)	(19.4%)	(13.3%)	(13.9%)	(23.0%)	(0.6%)	(3.6%)	(1.8%)	(0.0%)
Grande Prairie	0	5	3	0	2	3	0	0	0	0
Lethbridge	0	8	5	3	5	6	0	0	1	0
Medicine Hat	0	5	2	3	3	5	0	2	0	0
Mount Royal	0	19	16	15	10	19	0	3	2	0
Red Deer	0	3	6	1	3	5	1	1	0	0
TOTAL	7	327	116	105	82	71	30	61	13	2
	(0.9%)	(40.2%)	(14.3%)	(12.9%)	(10.1%)	(8.7%)	(3.7%)	(7.5%)	(1.6%)	(0.2%)

For continental Europe the pattern for post-secondary preparation was very similar to that for secondary education. The greatest numbers came in order from Holland and Germany and comprised over 50 per cent of the group. The same countries as before were represented, except for Yugoslavia and Austria.

The staff who took the largest part of their post-secondary preparation elsewhere comprised 1.6 per cent of the total. The preparation was done in Australia, Egypt, India, New Zealand, Pakistan, the Philippines and South Africa.

Holding of a Teaching Certificate

Examination of Table X shows that most staff, 64.4 per cent, had never held a teaching certificate. Only 5 per cent obtained their first teaching certificate in another country; 29.7 per cent gained their first teaching certificate in Canada, 22.7 per cent coming from Alberta. The institutes of technology, with 73.6 per cent, had the most staff who had never held a teaching certificate. However, the percentage may have been higher. Respondents' comments indicated that some staff when first hired were put through an intensive few weeks' course in teaching techniques. There was some indication that because of this course some respondents answered that they held a teaching certificate. In those cases where the exact situation was clearly indicated by a respondent's comment his answer was recoded to "never held one."

The junior colleges had the most staff who had held a teaching certificate, only 35.8 per cent having never held one. Whereas 13.9 per cent of junior college staff obtained their first teaching

TABLE X

DISTRIBUTION OF STAFF BY INSTITUTION AND THE HOLDING OF A TEACHING CERTIFICATE

Institution	Holding of Teaching Certificate				
	Never held one	First teaching certificate obtained in			Did not answer
		Alberta	Another Canadian province	Another country	
AG. COLLEGES	35 (53.8%)	22 (33.8%)	4 (6.2%)	2 (3.1%)	2 (3.1%)
Fairview	9	4	2	0	1
Olds	17	6	2	2	0
Vermilion	9	12	0	0	1
INSTITUTES	430 (73.6%)	108 (18.5%)	26 (4.5%)	16 (2.7%)	4 (0.7%)
N.A.I.T.	232	53	6	8	1
S.A.I.T.	198	55	20	8	3
JUN. COLLEGES	59 (35.8%)	55 (33.3%)	27 (16.4%)	23 (13.9%)	1 (0.6%)
Grande Prairie	3	7	2	1	0
Lethbridge	2	12	9	5	0
Medicine Hat	9	6	3	2	0
Mount Royal	36	24	12	11	1
Red Deer	9	6	1	4	0
TOTAL	524 (64.4%)	185 (22.7%)	57 (7.0%)	41 (5.0%)	7 (0.9%)

certificate in another country, in the institutes of technology and agricultural colleges only 2.7 per cent and 3.1 per cent respectively had done so.

Of the 5 per cent who gained their first teaching certificate in another country over one-half gained it in the United States and one-quarter in Great Britain. The other countries named were Australia, China, Egypt, Germany, Hungary and Iceland.

Highest Certificate or Diploma Held

Respondents' replies and comments indicated that they experienced difficulty in distinguishing between certificates and diplomas and university or equivalent courses. Therefore, the information in Table XI should be viewed with some caution. However, Table XI does indicate that the institutes of technology and the agricultural colleges had more staff with qualifications in the certificate and diploma courses than junior colleges, while the junior colleges had a much greater percentage of staff (53.9 per cent) with teaching certificates.

A wide variety of names was used to describe the teaching certificates held. Almost 75 per cent of the 204 respondents who said they held a teaching certificate indicated the Professional Certificate. Other certificates mentioned were Standard S, Industrial Arts, Vocational, and Physical Education. Manitoba and Saskatchewan were the two particular provinces other than Alberta from which certificates were held, while Australia, England, Scotland and the United States were the countries mentioned.

The complexity of the problem of classifying certificate, diploma and equivalent courses is exemplified by the variety of

TABLE XI

DISTRIBUTION OF STAFF BY INSTITUTION AND HIGHEST CERTIFICATE OR DIPLOMA HELD

Institution	Highest Certificate or Diploma Held							
	1 year or less certif.	2 years or less diploma	More than 2 years diploma	Journeyman certif.	Teaching certif.	Other	Not applic.	Did not answer
AG. COLLEGES	4	7	2	6	24	1	21	0
	(6.2%)	(10.8%)	(3.1%)	(9.2%)	(36.9%)	(1.5%)	(32.3%)	(0.0%)
Fairview	0	2	0	3	5	0	6	0
Olds	3	4	2	1	9	1	7	0
Vermilion	1	1	0	2	10	0	8	0
INSTITUTES	16	91	72	115	91	27	163	9
	(2.7%)	(15.6%)	(12.3%)	(19.7%)	(15.6%)	(4.6%)	(27.9%)	(1.5%)
N.A.I.T.	12	30	33	72	38	18	95	2
S.A.I.T.	4	61	39	43	53	9	68	7
JUN. COLLEGES	1	0	4	6	89	7	56	2
	(0.6%)	(0.0%)	(2.4%)	(3.6%)	(53.9%)	(4.2%)	(33.9%)	(1.2%)
Grande Prairie	0	0	0	0	10	0	3	0
Lethbridge	0	0	0	6	21	0	1	0
Medicine Hat	0	0	0	0	11	2	7	0
Mount Royal	1	0	3	0	37	4	37	2
Red Deer	0	0	1	0	10	1	8	0
TOTAL	21	98	78	127	204	35	240	11
	(2.6%)	(12.0)	(9.6%)	(15.6%)	(25.1%)	(4.3%)	(29.5%)	(1.4%)

answers given to the category "other." Many respondents, especially in the institutes of technology, had satisfied practical and theoretical requirements for membership of professional associations and similar organizations. Although the list is quite extensive a recording of the information as given by the respondents is considered to be an integral and important part of question 11 of the questionnaire and therefore appears in Appendix C.

Place Where Highest Certificate or Diploma Obtained

If a respondent indicated more than one certificate or diploma then the question was recoded to take the more recent one. Table XII shows that almost 60 per cent of staff gained certificates or diplomas in Canada. Reference to Tables XI, XII and XIII shows that about 30 per cent of staff considered questions 11, 12, and 13 to be not applicable to them.

Of those respondents who gained their certificates or diplomas in continental Europe over 50 per cent came from Germany and Holland combined while the other countries represented were Czechoslovakia, Denmark, Hungary, Sweden and Switzerland. The respondents who answered in the elsewhere category came from Australia, New Zealand, South Africa and the West Indies.

Years Since Obtaining Highest Certificate or Diploma

As with the previous question recoding was effected to take account of the more recent if more than one certificate or diploma was shown. Table XIII shows that about 25 per cent of staff gained their certificate or diploma over ten years ago while about 20 per cent gained their certificate or diploma within the last four years.

TABLE XII

DISTRIBUTION OF STAFF BY INSTITUTION AND PLACE WHERE HIGHEST CERTIFICATE OR DIPLOMA WAS OBTAINED

Institution	Place Where Highest Certificate or Diploma was Obtained							
	In Alberta	In another Can. prov.	In U.S.A.	In contin. Europe	In British Isles	Elsewhere	Not applicable	Did not answer
AG. COLLEGES	35	5	1	0	3	0	21	0
	(53.8%)	(7.7%)	(1.5%)	(0.0%)	(4.6%)	(0.0%)	(32.3%)	(0.0%)
Fairview	7	3	0	0	0	0	6	0
Olds	15	1	1	0	3	0	7	0
Vermilion	13	1	0	0	0	0	8	0
INSTITUTES	283	52	10	20	37	4	163	15
	(48.5%)	(8.9%)	(1.7%)	(3.4%)	(6.3%)	(0.7%)	(27.9%)	(2.6%)
N.A.I.T.	145	22	4	10	17	1	96	5
S.A.I.T.	138	30	6	10	20	3	67	10
JUN. COLLEGES	68	24	10	1	2	2	56	2
	(41.2%)	(14.5%)	(6.1%)	(0.6%)	(1.2%)	(1.2%)	(33.9%)	(1.2%)
Grande Prairie	7	2	1	0	0	0	3	0
Lethbridge	17	7	2	0	0	1	1	0
Medicine Hat	5	4	1	1	1	1	7	0
Mount Royal	31	10	4	0	0	0	37	2
Red Deer	8	1	2	0	1	0	8	0
TOTAL	386	81	21	21	42	6	240	17
	(47.4%)	(10.0%)	(2.6%)	(2.6%)	(5.2%)	(0.7%)	(29.5%)	(2.1%)

TABLE XIII

DISTRIBUTION OF STAFF BY INSTITUTION AND YEARS SINCE OBTAINING HIGHEST CERTIFICATE OR DIPLOMA

Institution	Years Since Obtaining Highest Certificate or Diploma							
	1 to 2	3 to 4	5 to 7	8 to 10	11 to 20	Over 20	Not applicable	Did not answer
AG. COLLEGES	7	7	16	4	3	6	22	0
	(10.8%)	(10.8%)	(24.6%)	(6.2%)	(4.6%)	(9.2%)	(33.8%)	(0.0%)
Fairview	1	2	3	1	1	2	6	0
Olds	5	1	6	2	2	4	7	0
Vermilion	1	4	7	1	0	0	9	0
INSTITUTES	50	63	85	54	104	51	162	15
	(8.6%)	(10.8%)	(14.6%)	(9.2%)	(17.8%)	(8.7%)	(27.7%)	(2.6%)
N.A.I.T.	34	37	35	21	52	21	95	5
S.A.I.T.	16	26	50	33	52	30	67	10
JUN. COLLEGES	11	25	24	12	24	11	56	2
	(6.7%)	(15.2%)	(14.5%)	(7.3%)	(14.5%)	(6.7%)	(33.9%)	(1.2%)
Grande Prairie	0	3	2	2	3	0	3	0
Lethbridge	1	2	11	4	7	2	1	0
Medicine Hat	4	3	0	1	5	0	7	0
Mount Royal	4	14	9	4	7	7	37	2
Red Deer	2	3	2	1	2	2	8	0
TOTAL	68	95	125	70	131	68	240	17
	(8.4%)	(11.7%)	(15.4%)	(8.6%)	(16.1%)	(8.4%)	(29.5%)	(2.1%)

Highest Academic Attainment

Respondents who indicated that they had completed the course work for a masters degree, but not the thesis, were not coded in the masters degree category. Although a respondent indicated that he had eight years cumulated art training he was only coded as having post grade 12 but less than a bachelors degree.

Table XIV indicates that the greatest percentage (30.8 per cent) of staff with any one academic attainment occurs in the category, bachelors degree or equivalent. While 17 per cent held a masters degree, only 2.5 per cent held higher attainments. The modal attainment held by staff was a masters degree or equivalent for the junior colleges, and a bachelors degree or equivalent for the agricultural colleges and the institutes of technology. These modal responses represented 46.7, 50.8 and 31.0 per cent respectively.

Place Where Highest Academic Qualification Was Obtained

While over 75 per cent of staff gained their highest academic qualification in Canada, over 50 per cent gained it in Alberta. Table XV shows that the junior colleges again had the highest percentage of staff (30.9 per cent) whose highest academic qualification was obtained in the United States.

Of the 3.4 per cent who gained their highest academic qualification in continental Europe over 50 per cent again came from Holland and Germany with Czechoslovakia, Denmark, Hungary, Sweden, Switzerland and Yugoslavia being the other countries. The respondents who indicated elsewhere for their highest academic qualification came from Australia, Egypt, and New Zealand.

TABLE XIV

DISTRIBUTION OF STAFF BY INSTITUTION AND HIGHEST ACADEMIC ATTAINMENT

Institution	Highest Academic Attainment								
	Less than grade 12	Grade 12	Post grade 12 but less than bach. degree	Bach. degree or equiv.	2 bach. degrees or equiv.	Masters degree or equiv.	2 masters degrees or equiv.	Earned Doctoral degree	Did not answer
AG. COLLEGES	4	5	7	33	9	5	0	1	1
	(6.2%)	(7.7%)	(10.8%)	(50.8%)	(13.8%)	(7.7%)	(0.0%)	(1.5%)	(1.5%)
Fairview	2	3	1	7	2	0	0	1	0
Olds	1	0	4	15	4	3	0	0	0
Vermilion	1	2	2	11	3	2	0	0	1
INSTITUTES	55	90	134	181	57	59	4	2	2
	(9.4%)	(15.4%)	(22.9%)	(31.0%)	(9.8%)	(10.1%)	(0.7%)	(0.3%)	(0.3%)
N.A.I.T.	32	46	64	102	25	26	3	1	1
S.A.I.T.	23	44	70	79	32	33	1	1	1
JUN. COLLEGES	0	0	10	37	28	77	7	6	0
	(0.0%)	(0.0%)	(6.1%)	(22.4%)	(17.0%)	(46.7%)	(4.2%)	(3.6%)	(0.0%)
Grande Prairie	0	0	1	2	1	5	3	1	0
Lethbridge	0	0	6	8	6	7	1	0	0
Medicine Hat	0	0	0	3	2	14	0	1	0
Mount Royal	0	0	3	21	16	42	0	2	0
Red Deer	0	0	0	3	3	9	3	2	0
TOTAL	59	95	151	251	94	141	11	9	3
	(7.2%)	(11.7%)	(18.6%)	(30.8%)	(11.5%)	(17.3%)	(1.4%)	(1.1%)	(0.4%)

TABLE XV

DISTRIBUTION OF STAFF BY INSTITUTION AND PLACE WHERE HIGHEST ACADEMIC QUALIFICATION WAS OBTAINED

Institution	Place Where Highest Academic Qualification Was Obtained						
	Alberta	Another Canadian province	U.S.A.	Continental Europe	British Isles	Elsewhere	Did not answer
AG. COLLEGES	34 (52.3%)	19 (29.2%)	7 (10.8%)	0 (0.0%)	4 (6.2%)	0 (0.0%)	1 (1.5%)
Fairview	7	7	1	0	1	0	0
Olds	13	6	5	0	3	0	0
Vermilion	14	6	1	0	0	0	1
INSTITUTES	343 (58.7%)	123 (21.1%)	42 (7.2%)	27 (4.6%)	42 (7.2%)	6 (1.0%)	1 (0.2%)
N.A.I.T.	189	54	16	16	21	4	0
S.A.I.T.	154	69	26	11	21	2	1
JUN. COLLEGES	74 (44.8%)	34 (20.6%)	51 (30.9%)	1 (0.6%)	5 (3.0%)	0 (0.0%)	0 (0.0%)
Grande Prairie	9	1	2	0	1	0	0
Lethbridge	14	6	8	0	0	0	0
Medicine Hat	8	4	6	0	2	0	0
Mount Royal	35	22	26	0	1	0	0
Red Deer	8	1	9	1	1	0	0
TOTAL	451 (55.4%)	176 (21.6%)	100 (12.3%)	28 (3.4%)	51 (6.3%)	6 (0.7%)	2 (0.2%)

Years Since Obtaining Highest Academic Qualifications

Table XVI shows that about 40 per cent of staff gained their highest academic qualification over ten years ago while about 40 per cent gained it within the last four years. However, when the types of institutions are compared for the highest academic qualification obtained within the last four years the agricultural and junior colleges each had about 50 per cent of their staff in this group while the institutes of technology had about 30 per cent. While the institutes of technology had about 43 per cent of staff who had gained their highest academic qualification over ten years ago, the agricultural and junior colleges had about 28 per cent and 18 per cent respectively.

Academic Years of Full-Time Post-Secondary Education

Of the 814 respondents, Table XVII shows that almost 70 per cent had taken 3 to 7 years to acquire their qualifications with the greater percentage (38.2 per cent) having taken 5 to 7 years. Junior colleges had a much higher percentage of staff in the 5 to 7 year range for full-time study. This fact may be linked with the information in Table XIV that junior colleges had the highest percentage of staff with masters degrees.

Agricultural colleges and institutes of technology had higher percentages in the categories "no years" and "1 to 2 years" of full-time study. Again this tends to substantiate the information in Table XIV and in Table XI that these institutions had greater percentages of staff with trade, certificate and diploma qualifications than did the junior colleges. Institutes of technology had the highest percentage in the no years category. This is linked

TABLE XVI

DISTRIBUTION OF STAFF BY INSTITUTION AND YEARS SINCE OBTAINING HIGHEST ACADEMIC QUALIFICATION

Institution	Years Since Obtaining Highest Academic Qualification						
	1 to 2	3 to 4	5 to 7	8 to 10	11 to 20	Over 20	Did not answer
AG. COLLEGES	19	13	7	7	10	8	1
	(29.2%)	(20.0%)	(10.8%)	(10.8%)	(15.4%)	(12.3%)	(1.5%)
Fairview	2	3	1	2	4	4	0
Olds	7	4	4	5	4	3	0
Vermilion	10	6	2	0	2	1	1
INSTITUTES	102	81	94	51	139	115	2
	(17.5%)	(13.9%)	(16.1%)	(8.7%)	(23.8%)	(19.7%)	(0.3%)
N.A.I.T.	66	47	46	25	64	52	0
S.A.I.T.	36	34	48	26	75	63	2
JUN. COLLEGES	55	38	28	14	17	12	1
	(33.3%)	(23.0%)	(17.0%)	(8.5%)	(10.3%)	(7.3%)	(0.6%)
Grande Prairie	5	2	3	1	1	0	1
Lethbridge	5	5	8	6	3	1	0
Medicine Hat	8	8	2	0	2	0	0
Mount Royal	26	20	13	6	10	9	0
Red Deer	11	3	2	1	1	2	0
TOTAL	176	132	129	72	166	135	4
	(21.6%)	(16.2%)	(15.8%)	(8.8%)	(20.4%)	(16.6%)	(0.5%)

TABLE XVII

DISTRIBUTION OF STAFF BY INSTITUTION AND ACADEMIC YEARS OF FULL-TIME POST-SECONDARY EDUCATION TO ACQUIRE PRESENT ACADEMIC, PROFESSIONAL, TECHNICAL AND TRADE QUALIFICATIONS

Institution	Years of Full-Time Post-Secondary Education						
	None	1 to 2	3 to 4	5 to 7	8 to 10	Over 10	Did not answer
AG. COLLEGES	3	8	23	27	1	2	1
	(4.6%)	(12.3%)	(35.4%)	(41.5%)	(1.5%)	(3.1%)	(1.5%)
Fairview	0	2	8	3	1	1	1
Olds	2	3	6	15	0	1	0
Vermilion	1	3	9	9	0	0	0
INSTITUTES	67	102	182	181	18	18	16
	(11.5%)	(17.5%)	(31.2%)	(31.0%)	(3.1%)	(3.1%)	(2.7%)
N.A.I.T.	41	56	93	89	5	9	7
S.A.I.T.	26	46	89	92	13	9	9
JUN. COLLEGES	2	12	31	103	13	4	0
	(1.2%)	(7.3%)	(18.8%)	(62.4%)	(7.9%)	(2.4%)	(0.0%)
Grande Prairie	0	1	3	4	5	0	0
Lethbridge	1	6	4	14	1	2	0
Medicine Hat	0	1	3	15	0	1	0
Mount Royal	1	3	18	59	3	0	0
Red Deer	0	1	3	11	4	1	0
TOTAL	72	122	236	311	32	24	17
	(8.8%)	(15.0%)	(29.0%)	(38.2%)	(3.9%)	(2.9%)	(2.1%)

with the fact that trade courses generally involve only part-time attendance for the theoretical aspects.

Calendar Years of Part-Time Post-Secondary Education

Examination of Table XVIII shows that about 35 per cent of staff did no part-time study to gain their present qualifications, the agricultural colleges having had the highest percentage with about 43 per cent.

Present Program To Improve Qualifications

Some respondents indicated that they were doing academic or professional work towards improving their qualifications but that the categories in question 19 did not allow for this coding. Therefore, when the questionnaires were being checked a new category "other" was created for coding these special replies. Some other respondents may have replied that they were working on no program because the particular work they were doing could not be fitted into the pre-determined categories.

Table XIX shows that 3.2 per cent of the staff were coded into the "other" category. A list of these special replies appears in Appendix D. Some respondents said that no avenues were open to them to improve their qualifications.

Almost 60 per cent of staff indicated that they were not taking any program to improve their qualifications. However, about 33 per cent of staff were working on a bachelors degree or a higher degree. The agricultural colleges had the highest percentage of staff (73.8 per cent) not working on a program compared with about 55 per cent for the other institutions. The institutes of technology had the

TABLE XVIII

DISTRIBUTION OF STAFF BY INSTITUTION AND CALENDAR YEARS OF PART-TIME POST-SECONDARY EDUCATION TO ACQUIRE PRESENT ACADEMIC, PROFESSIONAL, TECHNICAL AND TRADE QUALIFICATIONS

Institution	Years of Part-Time Post-Secondary Education						
	None	1 to 2	3 to 4	5 to 7	8 to 10	Over 10	Did not answer
AG. COLLEGES	28	15	10	5	1	1	5
	(43.1%)	(23.1%)	(15.4%)	(7.7%)	(1.5%)	(1.5%)	(7.7%)
Fairview	6	2	2	2	0	1	3
Olds	13	8	4	2	0	0	0
Vermilion	9	5	4	1	1	0	2
INSTITUTES	198	103	131	93	23	18	18
	(33.9%)	(17.6%)	(22.4%)	(15.9%)	(3.9%)	(3.1%)	(3.1%)
N.A.I.T.	112	50	66	44	12	8	8
S.A.I.T.	86	53	65	49	11	10	10
JUN. COLLEGES	57	46	17	27	11	5	2
	(34.5%)	(27.9%)	(10.3%)	(16.4%)	(6.7%)	(3.0%)	(1.2%)
Grande Prairie	3	4	1	1	3	1	0
Lethbridge	9	4	5	6	3	1	0
Medicine Hat	6	9	0	4	0	1	0
Mount Royal	31	24	9	11	5	2	2
Red Deer	8	5	2	5	0	0	0
TOTAL	283	164	158	125	35	24	25
	(34.8%)	(20.1%)	(19.4%)	(15.4%)	(4.3%)	(2.9%)	(3.0%)

TABLE XIX

DISTRIBUTION OF STAFF BY INSTITUTION AND PRESENT PROGRAM WORKING ON TOWARDS IMPROVING ACADEMIC PROFESSIONAL, TECHNICAL, OR TRADE QUALIFICATIONS

Institution	Present Program To Improve Qualifications									
	None	1 year cert. or equiv.	2 year dip. or equiv.	Journeyman cert. or equiv.	Bachelor deg. or equiv.	Second bach. or equiv.	Masters deg. or equiv.	Doctoral degree	Other	Did not answer
AG. COLLEGES	48	2	0	1	2	6	5	0	0	1
	(73.8%)	(3.1%)	(0.0%)	(1.5%)	(3.1%)	(9.2%)	(7.7%)	(0.0%)	(0.0%)	(1.5%)
Fairview	14	0	0	1	0	0	0	0	0	1
Olds	18	0	0	0	0	5	4	0	0	0
Vermilion	16	2	0	0	2	1	1	0	0	0
INSTITUTES	337	16	15	4	84	25	63	7	25	8
	(57.7%)	(2.7%)	(2.6%)	(0.7%)	(14.4%)	(4.3%)	(10.8%)	(1.2%)	(4.3%)	(1.4%)
N.A.I.T.	162	13	11	2	43	16	32	4	12	5
S.A.I.T.	175	3	4	2	41	9	31	3	13	3
JUN. COLLEGES	87	0	1	1	5	7	34	27	1	2
	(52.7%)	(0.0%)	(0.6%)	(0.6%)	(3.0%)	(4.2%)	(20.6%)	(16.4%)	(0.6%)	(1.2%)
Grande Prairie	7	0	0	0	1	2	0	3	0	0
Lethbridge	10	0	0	1	4	2	9	2	0	0
Medicine Hat	12	0	0	0	0	0	3	4	1	0
Mount Royal	49	0	1	0	0	3	19	10	0	2
Red Deer	9	0	0	0	0	0	3	8	0	0
TOTAL	472	18	16	6	91	38	102	34	26	11
	(58.0%)	(2.2%)	(2.0%)	(0.7%)	(11.2%)	(4.7%)	(12.5%)	(4.2%)	(3.2%)	(1.4%)

highest percentage of staff (14.4 per cent) working on a bachelors degree program compared with about 3 per cent for the other institutions.

Junior colleges had by far the highest percentage of staff working on post-graduate degrees, 37 per cent, as compared with 12 per cent in institutes of technology and 7.7 per cent in agricultural colleges.

Next Program To Improve Qualifications

As for question 19, a category of "other" was created in question 20 to allow for the coding of special replies which did not fit the established categories. The replies were very similar to those for question 19 and therefore have not been listed separately in the Appendix.

Whereas Table XIX showed that almost 60 per cent of staff indicated that they were doing no program, Table XX shows that about 50 per cent of staff indicated that they had no immediate plans to improve their qualifications. Again comparing Tables XIX and XX, 16.7 per cent of staff were working on either masters or doctoral degrees while 30.0 per cent had plans to work on these degrees.

Again junior colleges had by far the highest percentage of staff who planned to work on post-graduate degrees, about 51 per cent compared with about 25 per cent for the institutes of technology and about 23 per cent for the agricultural colleges. The outstanding difference occurred with the doctoral degree. Junior college staffs indicated that about 35 per cent planned to work on a doctoral degree while only about 5 to 6 per cent of the staffs of the other types of

TABLE XX

DISTRIBUTION OF STAFF BY INSTITUTION AND NEXT PROGRAM BEING PLANNED TO IMPROVE ACADEMIC PROFESSIONAL, TECHNICAL OR TRADE QUALIFICATIONS

Institution	Next Program To Improve Qualifications									
	No immediate plans	1 year cert. or equiv.	2 year dip. or equiv.	Journeyman cert. or equiv.	Bachelor degree or equiv.	Second bach. or equiv.	Masters degree or equiv.	Doctoral degree	Other	Did not answer
AG. COLLEGES	32	1	0	1	5	9	11	4	2	0
	(49.2%)	(1.5%)	(0.0%)	(1.5%)	(7.7%)	(13.8%)	(16.9%)	(6.2%)	(3.1%)	(0.0%)
Fairview	9	0	0	1	2	2	1	0	1	0
Olds	13	1	0	0	0	3	6	3	1	0
Vermilion	10	0	0	0	3	4	4	1	0	0
INSTITUTES	392	15	10	4	58	29	113	31	22	10
	(50.0%)	(2.6%)	(1.7%)	(0.7%)	(9.9%)	(5.0%)	(19.3%)	(5.3%)	(3.8%)	(1.7%)
N.A.I.T.	135	8	8	2	31	20	62	19	9	6
S.A.I.T.	157	7	2	2	27	9	51	12	13	4
JUN. COLLEGES	71	1	1	0	0	3	28	57	2	2
	(43.0%)	(0.6%)	(0.6%)	(0.0%)	(0.0%)	(1.8%)	(17.0%)	(34.5%)	(1.2%)	(1.2%)
Grande Prairie	5	0	0	0	0	1	2	5	0	0
Lethbridge	15	0	0	0	0	1	6	6	0	0
Medicine Hat	7	0	0	0	0	0	1	12	0	0
Mount Royal	34	1	1	0	0	1	18	26	1	2
Red Deer	10	0	0	0	0	0	1	8	1	0
TOTAL	395	17	11	5	63	41	152	92	26	12
	(48.5%)	(2.1%)	(1.4%)	(0.6%)	(7.7%)	(5.0%)	(18.7%)	(11.3%)	(3.2%)	(1.5%)

institutions indicated a plan for working on a doctoral degree.

IV. WORK HISTORY

Data on the distribution of staff in relation to aspects of work history occur in Tables XXI to XXX.

Previous Full-Time Employment

In considering the mobility of staff, examination of Table XXI shows that there was relatively little exchange between the three types of institutions or movement from staffs of universities to the institutions. Attention is drawn to the high percentage of staff (60.7 per cent) who have come from non-educational institutions such as business, industry or private enterprise plus other avenues of employment not specifically nominated by the questionnaire. Even more outstanding is that about 74 per cent of the staff of the institutes of technology had come from this source compared with only 40 per cent of agricultural college staff and about 22 per cent of junior college staff.

Junior colleges had a greater percentage of staff who had come from universities, namely 9.1 per cent, although the institutes of technology had 6.2 per cent. However, the agricultural colleges had only 1.5 per cent, representing only one staff member.

Of the total staff, 7.7 per cent were students prior to coming to the institutions as staff members. Both junior and agricultural colleges had about 16 per cent of their staff who were in this category while institutes of technology had 4.5 per cent.

Many respondents marked category 9 of question 21, " in a

TABLE XXI

DISTRIBUTION OF STAFF BY INSTITUTION AND FULL-TIME EMPLOYMENT IMMEDIATELY PRECEDING EMPLOYMENT AT PRESENT INSTITUTION

	Previous Full-Time Employment									
Institution	Agric. coll.	Instit. of technol.	Jun. coll.	Univer-sity	Commercial education institution	Student at one of previous 5	Home-making	Non-educ. instit.	Other	Did not answer
AG. COLLEGES	6	0	0	1	2	11	2	26	17	0
	(9.2%)	(0.0%)	(0.0%)	(1.5%)	(3.1%)	(16.9%)	(3.1%)	(40.0%)	(26.2%)	(0.0%)
Fairview	2	0	0	1	0	1	1	7	4	0
Olds	2	0	0	0	1	7	0	10	7	0
Vermilion	2	0	0	0	1	3	1	9	6	0
INSTITUTES	3	16	1	36	4	26	6	431	59	2
	(0.5%)	(2.7%)	(0.2%)	(6.2%)	(0.7%)	(4.5%)	(1.0%)	(73.8%)	(10.1%)	(0.3%)
N.A.I.T.	0	11	1	20	3	17	4	218	26	0
S.A.I.T.	3	5	0	16	1	9	2	213	33	2
JUN. COLLEGES	0	3	10	15	3	26	5	37	63	3
	(0.0%)	(1.8%)	(6.1%)	(9.1%)	(1.8%)	(15.8%)	(3.0%)	(22.4%)	(38.2%)	(1.8%)
Grande Prairie	0	0	1	2	1	4	1	0	3	1
Lethbridge	0	1	1	1	0	1	0	8	16	0
Medicine Hat	0	1	1	1	0	5	0	5	6	1
Mount Royal	0	0	5	9	2	10	4	21	32	1
Red Deer	0	1	2	2	0	6	0	3	6	0
TOTAL	9	19	11	52	9	63	13	494	139	5
	(1.1%)	(2.3%)	(1.4%)	(6.4%)	(1.1%)	(7.7%)	(1.6%)	(60.7%)	(17.1%)	(0.6%)

category not covered above", and indicated the type of employment. Many of these replies were recoded to category 8, "in a non-educational institution." A list of the types of employment that were recoded appears in Appendix E.

Of the 139 respondents listed under "other" in Table XXI, 84.2 per cent indicated that their previous employment had been high school or school board systems. Junior college staffs contained the highest percentage from school systems, namely 34.5 per cent, while agricultural colleges had 18.5 per cent and institutes of technology had 8.2 per cent.

Other employment which was left under category 9 because it was assessed to be in an educational type of institution, consisted of Canadian vocational training, Alberta Vocational Centre, hospital school of nursing, state level junior college governance, teachers college (England), Conservatory of Music (Australia), and agricultural extension service.

Years in Previous Full-Time Employment

Except for the 8 to 10 year range, Table XXII shows no outstanding differences in the percentages of staff who spent various numbers of years in their previous employment. However, it is worthy of note that about the same percentage of staff, namely 26 per cent, were in their previous employment for 1 to 2 years as were in their previous employment for over 10 years. However, the percentage of staff of the institutes of technology who were in their previous employment for over 10 years was about double the percentage for the junior and agricultural colleges. When this information is linked with that of Table XXI, which shows the high percentage of the staff

TABLE XXII

DISTRIBUTION OF STAFF BY INSTITUTION AND YEARS IN FULL-TIME EMPLOYMENT IMMEDIATELY PRECEDING EMPLOYMENT IN PRESENT INSTITUTION

Institution	Years in Previous Full-Time Employment					
	1 to 2	3 to 4	5 to 7	8 to 10	over 10	Did not answer
AG. COLLEGES	21	15	14	1	11	3
	(32.3%)	(23.1%)	(21.5%)	(1.5%)	(16.9%)	(4.6%)
Fairview	3	3	3	0	6	1
Olds	12	5	9	0	0	1
Vermilion	6	7	2	1	5	1
INSTITUTES	142	104	100	52	177	9
	(24.3%)	(17.8%)	(17.1%)	(8.9%)	(30.3%)	(1.5%)
N.A.I.T.	73	50	56	20	93	8
S.A.I.T.	69	54	44	32	84	1
JUN. COLLEGES	58	29	31	16	20	11
	(35.2%)	(17.6%)	(18.8%)	(9.7%)	(12.1%)	(6.7%)
Grande Prairie	6	2	1	2	1	1
Lethbridge	9	5	6	2	5	1
Medicine Hat	5	5	4	2	1	3
Mount Royal	31	13	15	9	11	5
Red Deer	7	4	5	1	2	1
TOTAL	221	148	145	69	208	23
	(27.1%)	(18.2%)	(17.8%)	(8.5%)	(25.6%)	(2.8%)

of institutes of technology who came from non-educational institutions, it seems reasonable to suggest that some practical experience in industry may be considered a prerequisite for instructional positions at the institutes of technology.

Place of Previous Full-Time Employment

As shown in Table XXIII almost 88 per cent of staff had their previous employment in Canada with about 74 per cent being in Alberta itself. About equal percentages (4 per cent) were previously employed in the United States and the British Isles. As in previous cases a greater percentage of junior college staff was previously employed in the United States, namely 10.9 per cent, while this was so of only 2 to 3 per cent of each of the staffs of the institutes of technology and agricultural colleges.

The 0.4 per cent of staff who were previously employed in continental Europe came from Denmark and Germany. The 2.0 per cent of staff who were previously employed elsewhere came from Australia, New Guinea, India, Pakistan, Egypt, Korea, Jamaica, Peru and Colombia, the order as mentioned being of no significance.

Years in Full-Time Employment outside Educational Institutions

Examination of Table XXIV indicates again a possible connection between employment outside educational institutions and staffs of institutes of technology. The highest percentage (38.0 per cent) for employment outside educational institutions occurred in the over 10 years category and the institutes of technology, with 47.3 per cent of their staff in this group, form the major part. In fact of 309 staff members in this group 276 of them were in the institutes of technology.

TABLE XXIII

DISTRIBUTION OF STAFF BY INSTITUTION AND PLACE OF FULL-TIME EMPLOYMENT IMMEDIATELY PRECEDING EMPLOYMENT IN PRESENT INSTITUTION

Institution	Place of Previous Full-Time Employment						
	Alberta	Another Canadian Province	U.S.A.	Continental Europe	British Isles	Elsewhere	Did not answer
AG. COLLEGES	46	10	2	0	2	3	2
	(70.8%)	(15.4%)	(3.1%)	(0.0%)	(3.1%)	(4.6%)	(3.1%)
Fairview	8	4	0	0	1	2	1
Olds	21	3	2	0	1	0	0
Vermilion	17	3	0	0	0	1	1
INSTITUTES	442	84	13	3	24	11	7
	(75.7%)	(14.4%)	(2.2%)	(0.5%)	(4.1%)	(1.9%)	(1.2%)
N.A.I.T.	234	29	5	3	16	7	6
S.A.I.T.	208	55	8	0	8	4	1
JUN. COLLEGES	112	20	18	0	3	2	10
	(67.9%)	(12.1%)	(10.9%)	(0.0%)	(1.8%)	(1.2%)	(6.1%)
Grande Prairie	11	0	1	0	0	0	1
Lethbridge	20	5	2	0	0	0	1
Medicine Hat	10	3	2	0	2	0	3
Mount Royal	58	10	10	0	0	2	4
Red Deer	13	2	3	0	1	0	1
TOTAL	600	114	33	3	29	16	19
	(73.7%)	(14.0%)	(4.1%)	(0.4%)	(3.6%)	(2.0%)	(2.3%)

TABLE XXIV

DISTRIBUTION OF STAFF BY INSTITUTION AND YEARS IN FULL-TIME EMPLOYMENT OUTSIDE EDUCATIONAL INSTITUTIONS

Institution	Years in Full-Time Employment Outside Educational Institutions						
	None	1 to 2	3 to 4	5 to 7	8 to 10	Over 10	Did not answer
AG. COLLEGES	17	9	10	13	2	13	1
	(26.2%)	(13.8%)	(15.4%)	(20.0%)	(3.1%)	(20.0%)	(1.5%)
Fairview	3	2	3	3	0	5	0
Olds	5	5	5	7	1	4	0
Vermilion	9	2	2	3	1	4	1
INSTITUTES	45	45	67	84	66	276	1
	(7.7%)	(7.7%)	(11.5%)	(14.4%)	(11.3%)	(47.3%)	(0.2%)
N.A.I.T.	28	21	33	50	28	140	0
S.A.I.T.	17	24	34	34	38	136	1
JUN. COLLEGES	57	26	32	19	9	20	2
	(34.5%)	(15.8%)	(19.4%)	(11.5%)	(5.5%)	(12.1%)	(1.2%)
Grande Prairie	8	3	1	1	0	0	0
Lethbridge	8	0	8	1	2	8	1
Medicine Hat	7	3	6	2	0	2	0
Mount Royal	27	18	14	13	5	7	0
Red Deer	7	2	3	2	2	3	1
TOTAL	119	80	109	116	77	309	4
	(14.6%)	(9.8%)	(13.4%)	(14.3%)	(9.5%)	(38.0%)	(0.5%)

The staffs of junior colleges had least experience in non-educational institutions. While agricultural colleges had 55.4 per cent and institutes of technology had only 26.9 per cent in the category 0 to 4 years, junior colleges had 69.7 per cent.

Years of Full-Time Teaching in Elementary and Secondary Education

Almost 75 per cent of staff had no teaching experience in elementary and secondary education. Further examination of Table XXV shows that junior colleges with 46.7 per cent had by far the least percentage of staff with no experience in elementary and secondary education while the institutes of technology had the greatest percentage with 82.2 per cent. The comparatively high percentage of 13.9 per cent of the staff of junior colleges in the over 10 years group should not be overlooked, the other institutions having had only about 3 per cent or less of their staff with this much experience in elementary and secondary education.

Years of Full-Time Instructing in Post-Secondary Institutions

Table XXVI shows that by far the greatest percentage of staff, namely 79.7 per cent, had been instructing in post-secondary institutions for from 1 to 7 years.

The staff who made up the 1.1 per cent who had done no instructing but were in post-secondary institutions were people who were completely administrative. The comparatively high percentage of 16.9 per cent of staff of the agricultural colleges who had been instructing in post-secondary institutions for from 11 to 20 years should not go unnoticed, the other institutions having had about 8 per cent or less.

TABLE XXV

DISTRIBUTION OF STAFF BY INSTITUTION AND YEARS OF FULL-TIME TEACHING IN ELEMENTARY AND SECONDARY EDUCATION

Institution	Years of Full-Time Teaching in Elementary and Secondary Education						
	None	1 to 2	3 to 4	5 to 7	8 to 10	Over 10	Did not answer
AG. COLLEGES	43	7	5	4	0	2	4
	(66.2%)	(10.8%)	(7.7%)	(6.2%)	(0.0%)	(3.1%)	(6.2%)
Fairview	12	1	0	0	0	1	2
Olds	19	2	1	4	0	1	0
Vermilion	12	4	4	0	0	0	2
INSTITUTES	480	38	28	17	4	8	9
	(82.2%)	(6.5%)	(4.8%)	(2.9%)	(0.7%)	(1.4%)	(1.5%)
N.A.I.T.	257	22	10	4	0	3	4
S.A.I.T.	223	16	18	13	4	5	5
JUN. COLLEGES	77	20	17	21	6	23	1
	(46.7%)	(12.1%)	(10.3%)	(12.7%)	(3.6%)	(13.9%)	(0.6%)
Grande Prairie	5	0	1	4	1	2	0
Lethbridge	5	4	7	4	2	5	1
Medicine Hat	11	2	2	1	0	4	0
Mount Royal	45	12	6	9	3	9	0
Red Deer	11	2	1	3	0	3	0
TOTALS	600	65	50	42	10	33	14
	(73.7%)	(8.0%)	(6.1%)	(5.2%)	(1.2%)	(4.1%)	(1.7%)

TABLE XXVI

DISTRIBUTION OF STAFF BY INSTITUTION AND YEARS OF FULL-TIME INSTRUCTING IN POST-SECONDARY EDUCATIONAL INSTITUTIONS

Institution	Years of Full-Time Instructing in Post-Secondary Institutions							
	None	1 to 2	3 to 4	5 to 7	8 to 10	11 to 20	Over 20	Did not answer
AG. COLLEGES	0 (0.0%)	26 (40.0%)	11 (16.9%)	12 (18.5%)	4 (6.2%)	11 (16.9%)	1 (1.5%)	0 (0.0%)
Fairview	0	4	3	3	2	4	0	0
Olds	0	11	5	6	0	4	1	0
Vermilion	0	11	3	3	2	3	0	0
INSTITUTES	6 (1.0%)	200 (34.2%)	142 (24.3%)	122 (20.9%)	44 (7.5%)	49 (8.4%)	10 (1.7%)	11 (1.9%)
N.A.I.T.	3	108	86	80	11	7	1	4
S.A.I.T.	3	92	56	42	33	42	9	7
JUN. COLLEGES	3 (1.8%)	76 (46.1%)	31 (18.8%)	29 (17.6%)	10 (6.1%)	8 (4.8%)	4 (2.4%)	4 (2.4%)
Grande Prairie	0	6	4	1	1	1	0	0
Lethbridge	1	8	5	10	2	0	0	2
Medicine Hat	0	13	5	1	1	0	0	0
Mount Royal	1	38	14	14	5	7	3	2
Red Deer	1	11	3	3	1	0	1	0
TOTAL	9 (1.1%)	302 (37.1%)	184 (22.6%)	163 (20.0%)	58 (7.1%)	68 (8.4%)	15 (1.8%)	15 (1.8%)

Years of Employment at Present Institution

Perusal of the data in Table XXVII draws attention to the recency of employment of staff in their current institutions. Of the total staff and of the staffs of each type of institution the greatest percentage had been employed only one or two years, the junior colleges having the highest percentage of staff with 55.2 per cent. In fact, for staff that had been employed for seven years or less agricultural colleges had 80 per cent, institutes of technology had 85 per cent and junior colleges had 91 per cent.

Minimum Academic Standard Required To Obtain Present Position

The data from Table XXVIII should be used with some caution. The table itself shows that 11.1 per cent of the staff were not aware of a set minimum academic standard required to obtain their position. Also, even though respondents made a choice of answer, some indicated that they were not sure if their chosen answer was the minimum requirement. There seemed to be more uncertainty with respondents from the institutes of technology.

The data as it exists show that 67.7 per cent of staff of agricultural colleges believed a bachelors degree to be the minimum requirement for their position. With institutes of technology 37.2 per cent nominated trade or technical qualifications as the minimum while 31.7 per cent nominated a bachelors degree. The staffs of junior colleges were more definite in their beliefs. While 85.5 per cent nominated either a bachelors degree or a masters degree several respondents who indicated a bachelors degree commented that they also had to show evidence of working towards a masters degree. The higher percentage of higher degrees required in junior colleges is to be

TABLE XXVII

DISTRIBUTION OF STAFF BY INSTITUTION AND YEARS OF EMPLOYMENT AT PRESENT INSTITUTION

Institution	Years of Employment at Present Institution						
	1 to 2	3 to 4	5 to 7	8 to 10	11 to 20	Over 20	Did not answer
AG. COLLEGES	30	9	13	4	8	1	0
	(46.2%)	(13.8%)	(20.0%)	(6.2%)	(12.3%)	(1.5%)	(0.0%)
Fairview	5	4	2	2	3	0	0
Olds	13	3	8	0	2	1	0
Vermilion	12	2	3	2	3	0	0
INSTITUTES	224	146	126	35	44	9	0
	(38.4%)	(25.0%)	(21.6%)	(6.0%)	(7.5%)	(1.5%)	(0.0%)
N.A.I.T.	119	89	88	2	2	0	0
S.A.I.T.	105	57	38	33	42	9	0
JUN. COLLEGES	91	38	22	3	6	4	1
	(55.2%)	(23.0%)	(13.3%)	(1.8%)	(3.6%)	(2.4%	(0.6%)
Grande Prairie	8	5	0	0	0	0	0
Lethbridge	13	4	10	0	0	0	1
Medicine Hat	16	4	0	0	0	0	0
Mount Royal	39	22	10	3	6	4	0
Red Deer	15	3	2	0	0	0	0
TOTAL	345	193	161	42	58	14	1
	(42.4%)	(23.7%)	(19.8%)	(5.2%)	(7.1%)	(1.7%)	(0.1%)

TABLE XXVIII

DISTRIBUTION OF STAFF BY INSTITUTION AND MINIMUM ACADEMIC STANDARD REQUIRED TO OBTAIN PRESENT POSITION

Institution	Minimum Academic Standard Required to Obtain Present Position									
	No set standard to my Knowledge	No set standard	Grade 12 completed	1 year certif. or equiv.	2 year diploma or equiv.	Trade or technical qualif.	Bachelor degree or equiv.	Masters degree or equiv.	Doctoral degree	Did not answer
Ag. COLLEGES	2	1	1	4	6	7	44	0	0	0
	(3.1%)	(1.5%)	(1.5%)	(6.2%)	(9.2%)	(10.8%)	(67.7%)	(0.0%)	(0.0%)	(0.0%)
Fairview	2	0	1	1	0	4	8	0	0	0
Olds	0	1	0	1	1	2	22	0	0	0
Vermilion	0	0	0	2	5	1	14	0	0	0
INSTITUTES	60	14	20	8	72	217	185	3	0	5
	(10.3%)	(2.4%)	(3.4%)	(1.4%)	(12.3%)	(37.2%)	(31.7%)	(0.5%)	(0.0%)	(0.9%)
N.A.I.T.	34	4	15	4	33	119	87	2	0	2
S.A.I.T.	26	10	5	4	39	98	98	1	0	3
JUN. COLLEGES	14	0	0	0	1	6	61	80	2	1
	(8.5%)	(0.0%)	(0.0%)	(0.0%)	(0.6%)	(3.6%)	(37.0%)	(48.5%)	(1.2%)	(0.6%)
Grande Prairie	0	0	0	0	0	0	4	8	1	0
Lethbridge	7	0	0	0	0	6	11	3	0	1
Medicine Hat	0	0	0	0	0	0	6	13	1	0
Mount Royal	6	0	0	0	1	0	35	42	0	0
Red Deer	1	0	0	0	0	0	5	14	0	0
TOTAL	76	15	21	12	79	230	290	83	2	6
	(9.3%)	(1.8%)	(2.6%)	(1.5%)	(9.7%)	(28.3%)	(35.6%)	(10.2%)	(0.2%)	(0.7%)

expected because it is mandatory that lecturers of university level programs have masters degrees unless authorised otherwise by the university with which the college is affiliated.

Requirement To Hold Teaching Certificate To Obtain Present Position

The distribution shown in Table XXIX indicates that 92.4 per cent of staff understood that no teaching certificate was required for their position although only 81.2 per cent specifically said "no." While only 2.2 per cent of the staff of the institutes of technology, that is 13 out of 584 respondents, thought that a teaching certificate was required, 27 out of 165, or 16.4 per cent of the staffs of junior colleges identified this as a requirement.

Experience in Business or Industry To Obtain Present Employment

The data presented in Table XXX again tend to highlight the need for experience in business or industry for employment at the institutes of technology, 77.4 per cent of the staff having indicated that it was essential. Other respondents from the institutes of technology who answered "no" to this question added comments such as "strongly encouraged", "no but preferred", "desirable", "very desirable", "a deciding factor", and "specific requirement but not essential in my opinion." In considering the 18.2 per cent of junior college staff who said that it was essential, it should be remembered that some programs of a non-university nature were provided by these colleges.

V. NATURE OF THE JOB

Data on the distribution of staff relevant to some aspects of

TABLE XXIX

DISTRIBUTION OF STAFF BY INSTITUTION AND REQUIREMENT TO HOLD A TEACHING CERTIFICATE TO OBTAIN PRESENT POSITION

Institution	Were You Required To Hold Teaching Certificate To Obtain Present Position?				
	Yes	No	Some preference was indicated	Don't know	Did not answer
AG. COLLEGES	8	49	8	0	0
	(12.3%)	(75.4%)	(12.3%)	(0.0%)	(0.0%)
Fairview	0	15	1	0	0
Olds	4	21	2	0	0
Vermilion	4	13	5	0	0
INSTITUTES	13	501	62	7	1
	(2.2%)	(85.8%)	(10.6%)	(1.2%)	(0.2%)
N.A.I.T.	1	261	37	1	0
S.A.I.T.	12	240	25	6	1
JUN. COLLEGES	27	111	21	6	0
	(16.4%)	(67.3%)	(12.7%)	(3.6%)	(0.0%)
Grande Prairie	2	10	0	1	0
Lethbridge	2	13	12	1	0
Medicine Hat	3	16	1	0	0
Mount Royal	17	57	6	4	0
Red Deer	3	15	2	0	0
TOTAL	48	661	91	13	1
	(5.9%)	(81.2%)	(11.2%)	(1.6%)	(0.1%)

TABLE XXX

DISTRIBUTION OF STAFF BY INSTITUTION AND EXPERIENCE IN BUSINESS OR INDUSTRY ESSENTIAL TO OBTAIN PRESENT EMPLOYMENT

Institution	Was Experience in Business or Industry Essential To Obtain Present Employment?			
	Yes	No	Don't know	Did not answer
AG. COLLEGES	20	39	6	0
	(30.8%)	(60.0%)	(9.2%)	(0.0%)
Fairview	7	8	1	0
Olds	8	17	2	0
Vermilion	5	14	3	0
INSTITUTES	452	99	33	0
	(77.4%)	(17.0%)	(5.7%)	(0.0%)
N.A.I.T.	228	52	20	0
S.A.I.T.	224	47	13	0
JUN. COLLEGES	30	124	10	1
	(18.2%)	(75.2%)	(6.1%)	(0.6%)
Grande Prairie	0	12	1	0
Lethbridge	16	10	2	0
Medicine Hat	1	17	2	0
Mount Royal	10	70	3	1
Red Deer	3	15	2	0
TOTAL	502	262	49	1
	(61.7%)	(32.2%)	(6.0%)	(0.1%)

the nature of the job are to be found in Tables XXXI to XXXVI.

Tenure of Employment

Table XXXI indicates that 42.6 per cent of staff did not have tenure. This percentage agrees closely with the 42.4 per cent of staff, as indicated in Table XXVII, who were in their first or second year of employment in the particular institution.

Compared to the other two institutions, the relatively high percentage (23.0 per cent) of junior college staff who indicated that they had no tenure requires some comment. Some respondents referred to The Public Junior Colleges Act wherein it says that an instructor's engagement may be terminated by the college board giving thirty days' notice. There was an indication that, because of this statement, some respondents answered that they had no tenure.

Period of Day Worked To Fulfil Hours of Duty

Even though there was an indication that respondents did not attach enough significance to the terms "hours of duty in the terms of your agreement, or assigned teaching load" the data in Table XXXII give a guide to the position with regard to the period of day worked. No respondents indicated that they worked night-time only and only three repondents indicated that they worked mainly night-time plus some day to fulfil their hours of duty in terms of their assigned teaching load.

There was further indication that respondents did not distinguish between "assigned teaching load" and "preparation and marking." The percentage 38.5 per cent, which indicates the staff who said that they worked mainly day plus some night, should be interpreted with discretion. These indications suggest that the percentage who

TABLE XXXI

DISTRIBUTION OF STAFF BY INSTITUTION AND TENURE OF EMPLOYMENT UNDER PRESENT AGREEMENT OR WORKING CONDITIONS

Institution	Tenure of Employment Under Present Agreement				
	No tenure	Under probation first year	Under probation beyond 1st. yr.	Tenure granted	Did not answer
AG. COLLEGES	3	19	0	43	0
	(4.6%)	(29.2%)	(0.0%)	(66.2%)	(0.0%)
Fairview	0	3	0	13	0
Olds	1	8	0	18	0
Vermilion	2	8	0	12	0
INSTITUTES	26	197	4	354	3
	(4.5%)	(33.7%)	(0.7%)	(60.6%)	(0.5%)
N.A.I.T.	18	101	2	178	1
S.A.I.T.	8	96	2	176	2
JUN. COLLEGES	38	25	37	65	0
	(23.0%)	(15.2%)	(22.4%)	(39.4%)	(0.0%)
Grande Prairie	6	1	3	3	0
Lethbridge	6	0	4	18	0
Medicine Hat	7	2	9	2	0
Mount Royal	17	15	14	38	0
Red Deer	2	7	7	4	0
TOTAL	67	241	41	462	3
	(8.3%)	(29.6%)	(5.0%)	(56.8%)	(0.4%)

TABLE XXXII

DISTRIBUTION OF STAFF BY INSTITUTION AND THE PERIOD OF DAY WORKED TO FULFIL THE HOURS OF DUTY IN TERMS OF AGREEMENT OR ASSIGNED TEACHING LOAD

Institution	Period of Day Worked To Fulfil Hours of Duty				
	Day only	Mainly day plus some night	Mainly night plus some day	Night only	Did not answer
AG. COLLEGES	25	40	0	0	0
	(38.5%)	(61.5%)	(0.0%)	(0.0%)	(0.0%)
Fairview	6	10	0	0	0
Olds	11	16	0	0	0
Vermilion	8	14	0	0	0
INSTITUTES	361	219	3	0	1
	(61.8%)	(37.5%)	(0.5%)	(0.0%)	(0.2%)
N.A.I.T.	182	188	0	0	0
S.A.I.T.	179	101	3	0	1
JUN. COLLEGES	110	54	0	0	1
	(66.7%)	(32.7%)	(0.0%)	(0.0%)	(0.6%)
Grande Prairie	7	6	0	0	0
Lethbridge	24	4	0	0	0
Medicine Hat	11	9	0	0	0
Mount Royal	56	27	0	0	1
Red Deer	12	8	0	0	0
TOTAL	496	313	3	0	2
	(60.9%)	(38.5%)	(0.4%)	(0.0%)	(0.2%)

fulfilled their hours of duty in the day only could have been much higher than 60.9 per cent.

Explanation of three aspects may further help to clarify the matter.

1. In the agricultural and junior colleges some respondents indicated that they did in fact instruct classes at night; however, this instruction was part of their assigned teaching load and was not additional part-time work for which they received additional payment.

2. Some respondents, more so administrators than other categories, indicated that their agreement did not specify the length of hours of duty and that they did in fact work at night.

3. The principal of an institute of technology indicated that the night classes and day classes were organized separately though some instructors might do some part-time instruction at night. There was no indication in the replies that respondents from the institutes of technology had confused this issue.

Percentage of Total Hours of Duty Spent Instructing

The data in Table XXXIII should be interpreted only with extreme reservation. Question 33 was worded according to phrases suggested by the principal of an institute of technology and by a member of the staff association of junior colleges on the assumption that these phrases would most probably avoid confusion in the minds of respondents. Unfortunately, there was considerable indication that respondents did not distinguish between "assigned teaching load" and that additional time which is spent on preparation and marking.

TABLE XXXIII

DISTRIBUTION OF STAFF BY INSTITUTION AND PERCENTAGE OF TOTAL HOURS OF DUTY IN TERMS OF AGREEMENT OR ASSIGNED TEACHING LOAD SPENT INSTRUCTING (LECTURING, TEACHING, DEMONSTRATING) IN THE CLASSROOM OR EQUIVALENT INSTRUCTIONAL ROOM

Institution	Percentage of Total Hours of Duty Spent In Instruction							
	None	1 to 19	20 to 39	40 to 59	60 to 79	80 to 99	100	Did not answer
AG. COLLEGES	1	3	2	26	21	5	7	0
	(1.5%)	(4.6%)	(3.1%)	(40.0%)	(32.3%)	(7.7%)	(10.8%)	(0.0%)
Fairview	1	2	0	8	4	0	1	0
Olds	0	0	1	13	9	1	3	0
Vermilion	0	1	1	5	8	4	3	0
INSTITUTES	23	33	63	250	136	38	39	2
	(3.9%)	(5.7%)	(10.8%)	(42.8%)	(23.3%)	(6.5%)	(6.7%)	(0.3%)
N.A.I.T.	4	12	33	147	74	16	13	1
S.A.I.T.	19	21	30	103	62	22	26	1
JUN. COLLEGES	14	11	22	32	15	15	55	1
	(8.5%)	(6.7%)	(13.3%)	(19.4%)	(9.1%)	(9.1%)	(33.3%)	(0.6%)
Grande Prairie	0	1	2	3	1	1	5	0
Lethbridge	1	2	1	8	3	2	11	0
Medicine Hat	1	1	3	3	2	1	8	1
Mount Royal	11	4	11	16	8	11	23	0
Red Deer	1	3	5	2	1	0	8	0
TOTAL	38	47	87	308	172	58	101	3
	(4.7%)	(5.8%)	(10.7%)	(37.8%)	(21.1%)	(7.1%)	(12.4%)	(0.4%)

Category of Greater Part of Instruction

There was such a wide variety of replies to question 34, which was seeking the category of the greater part of instruction, that Table XXXIV should be consulted. When considering the data the phrase "greater part" must be kept in mind because many respondents indicated that they were instructing in two or more of the categories outlined.

The data for the types of institutions show some interesting trends. When considering the greatest percentage of staff instructing in any one field junior colleges had 47.9 per cent in the "university transfer or equivalent academic" category, while institutes of technology had 49.1 per cent and agricultural colleges had 36.9 per cent respectively in the category "technical, technological." Agricultural colleges then had 27.7 per cent of staff in the "vocational" category while institutes of technology had 25.2 per cent in the "trade or apprenticeship" category. Both the agricultural and junior colleges had about 10 per cent of staff in the "high school or equivalent" category while all three types of institutions had about 11 per cent of staff in the "business education and/or administration" category.

Part-Time Instruction

In answering the question concerning instruction over and above full-time work, Table XXXV shows that 59.3 per cent of staff did no part-time instruction while 40.4 per cent did some part-time instruction.

Only two respondents out of 65, or 3.1 per cent of the staff of agricultural colleges, answered that they did part-time work. The institutes of technology with 48.1 per cent had the highest percentage

TABLE XXXIV

DISTRIBUTION OF STAFF BY INSTITUTION AND CATEGORY OF GREATER PART OF INSTRUCTION OF FULL-TIME EMPLOYMENT ONLY

Institution	Category of Greater Part of Instruction										
	University transfer or equiv. academic	Technical techno-logical	Vocat-ional	Trade or apprentice	High school or equiv.	Commun-icative arts or equiv.	Adult contin. non credit	Bus. ed. and/or admin.	Fine arts	Not applic. fully admin.	Did not answer
AG. COLLEGES	0	24	18	3	7	2	1	7	0	2	1
	(0.0%)	(36.9%)	(27.7%)	(4.6%)	(10.8%)	(3.1%)	(1.5%)	(10.8%)	(0.0%)	(3.1%)	(1.5%)
Fairview	0	2	7	2	1	0	0	2	0	1	1
Olds	0	12	7	0	3	2	0	3	0	0	0
Vermilion	0	10	4	1	3	0	1	2	0	1	0
INSTITUTES	16	287	4	147	1	28	3	63	13	22	0
	(2.7%)	(49.1%)	(0.7%)	(25.2%)	(0.2%)	(4.8%)	(0.5%)	(10.8%)	(2.2%)	(3.8%)	(0.0%)
N.A.I.T.	8	138	4	92	1	8	0	44	0	5	0
S.A.I.T.	8	149	0	55	0	20	3	19	13	17	0
JUN. COLLEGES	79	7	10	3	17	2	2	19	8	15	3
	(47.9%)	(4.2%)	(6.1%)	(1.8%)	(10.3%)	(1.2%)	(1.2%)	(11.5%)	(4.8%)	(9.1%)	(1.8%)
Grande Prairie	8	0	0	0	1	0	1	2	1	0	0
Lethbridge	1	4	3	3	8	0	0	7	0	1	1
Medicine Hat	10	0	0	0	2	0	0	4	2	1	1
Mount Royal	46	0	7	0	6	2	1	4	5	12	1
Red Deer	14	3	0	0	0	0	0	2	0	1	0
TOTAL	95	318	32	153	25	32	6	89	21	39	4
	(11.7%)	(39.1%)	(3.9%)	(18.8%)	(3.1%)	(3.9%)	(0.7%)	(10.9%)	(2.6%)	(4.8%)	(0.5%)

TABLE XXXV

DISTRIBUTION OF STAFF BY INSTITUTION AND PART-TIME INSTRUCTION FOR WHICH PAYMENT IS RECEIVED OVER AND ABOVE FULL-TIME WORK

Institution	Do You Instruct Part-Time Over and Above Full-Time Work?		
	Yes	No	Did not answer
AG. COLLEGES	2 (3.1%)	63 (96.9%)	0 (0.0%)
Fairview	0	16	0
Olds	1	26	0
Vermilion	1	21	0
INSTITUTES	281 (48.1%)	303 (51.9%)	0 (0.0%)
N.A.I.T.	169	131	0
S.A.I.T.	112	172	0
JUN. COLLEGES	46 (27.9%)	117 (70.9%)	2 (1.2%)
Grande Prairie	4	9	0
Lethbridge	12	16	0
Medicine Hat	7	12	1
Mount Royal	19	64	1
Red Deer	4	16	0
TOTAL	329 (40.4%)	483 (59.3%)	2 (0.2%)

of staff doing part-time work beyond their full-time duties.

Program of Major Part of Part-Time Instruction

Except for one respondent there is concurrence between Tables XXXV and XXXVI in that 483 respondents said they did no part-time instruction, and the nominating of the program of part-time instruction was not applicable to 484 respondents.

Table XXXVI supplies further information on the program of part-time instruction.

VI. FUTURE ASPIRATIONS

Future Aspirations for Professional Advancement

Table XXXVII shows that 77 per cent of staff answered that, in terms of future aspirations, they had no firm ideas at present or had ideas of staying in the present institution. Staff of agricultural colleges showed that 15.4 per cent had ideas of transferring to business or industry; institutes of technology showed about 6 per cent of staff in each category of "transfer to junior college", "transfer to university" and"transfer to business or industry"; junior colleges showed 12.7 per cent of staff in the category "transfer to university."

Preference For Future Location

By far the greatest percentage of respondents, 74.3 per cent as shown by Table XXXVIII, preferred to be located in Canada, 64.0 per cent preferring to remain in Alberta. Out of 814 respondents, only 20 showed a preference for the United States and sixteen for "elsewhere." The "elsewhere" group gave answers such as Australia, England, Underdeveloped Area, and "anywhere for experience."

TABLE XXXVI

DISTRIBUTION OF STAFF BY INSTITUTION AND PROGRAM OF MAJOR PART OF PART-TIME INSTRUCTION

Institution	Program of Major Part of Part-Time Instruction							
	Special interest short courses contin. educ.	High school or equiv.	Vocational, secretarial	Technical techno-logical	University or equiv. academic	Other program	Not applic.	Did not answer
AG. COLLEGES	1	0	0	0	0	1	63	0
	(1.5%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(1.5%)	(96.9%)	(0.0%)
Fairview	0	0	0	0	0	0	16	0
Olds	0	0	0	0	0	1	26	0
Vermilion	1	0	0	0	0	0	21	0
INSTITUTES	70	6	20	126	15	43	304	0
	(12.0%)	(1.0%)	(3.4%)	(21.6%)	(2.6%)	(7.4%)	(52.1%)	(0.0%)
N.A.I.T.	31	2	19	72	12	32	132	0
S.A.I.T.	39	4	1	54	3	11	172	0
JUN. COLLEGES	10	7	4	1	22	2	117	2
	(6.1%)	(4.2%)	(2.4%)	(0.6%)	(13.3%)	(1.2%)	(70.9%)	(1.2%)
Grande Prairie	0	0	0	0	3	1	9	0
Lethbridge	3	4	4	0	1	0	16	0
Medicine Hat	1	0	0	0	5	1	12	1
Mount Royal	6	2	0	1	10	0	64	1
Red Deer	0	1	0	0	3	0	16	0
TOTAL	81	13	24	127	37	46	484	2
	(10.0%)	(1.6%)	(2.9%)	(15.6%)	(4.5%)	(5.7%)	(59.5%)	(0.2%)

TABLE XXXVII

DISTRIBUTION OF STAFF BY INSTITUTION AND FUTURE ASPIRATIONS FOR PROFESSIONAL ADVANCEMENT

	Future Aspirations For Professional Advancement								
Institution	No firm ideas at present	Stay in present institution	Transfer to ag. college	Transfer to instit. technol.	Transfer to jun. college	Transfer to university	Transfer to business, industry	Other	Did not answer
AG. COLLEGES	29 (44.6%)	20 (30.8%)	0 (0.0%)	1 (1.5%)	1 (1.5%)	2 (3.1%)	10 (15.4%)	2 (3.1%)	0 (0.0%)
Fairview	6	5	0	1	0	0	3	1	0
Olds	9	10	0	0	0	2	5	1	0
Vermilion	14	5	0	0	1	0	2	0	0
INSTITUTES	174 (29.8%)	276 (47.3%)	1 (0.2%)	4 (0.7%)	35 (6.0%)	38 (6.5%)	38 (6.5%)	17 (2.9%)	1 (0.2%)
N.A.I.T.	91	132	0	4	20	20	21	12	0
S.A.I.T.	83	144	1	0	15	18	17	5	1
JUN. COLLEGES	55 (33.3%)	73 (44.2%)	0 (0.0%)	0 (0.0%)	3 (1.8%)	21 (12.7%)	4 (2.4%)	8 (4.8%)	1 (0.6%)
Grande Prairie	3	6	0	0	1	2	0	1	0
Lethbridge	9	18	0	0	0	0	1	0	0
Medicine Hat	5	7	0	0	1	5	0	1	1
Mount Royal	31	34	0	0	1	11	3	4	0
Red Deer	7	8	0	0	0	3	0	2	0
TOTAL	258 (31.7%)	369 (45.3%)	1 (0.1%)	5 (0.6%)	39 (4.8%)	61 (7.5%)	52 (6.4%)	27 (3.3%)	2 (0.2%)

TABLE XXXVIII

DISTRIBUTION OF STAFF BY INSTITUTION AND PREFERENCE FOR FUTURE LOCATION

Institution	Preference For Future Location					
	No idea at present	Remain in Alberta	Another Canadian province	In U.S.A.	Elsewhere	Did not answer
AG. COLLEGES	11 (16.9%)	48 (73.8%)	3 (4.6%)	0 (0.0%)	1 (1.5%)	2 (3.1%)
Fairview	1	13	1	0	0	1
Olds	6	18	1	0	1	1
Vermilion	4	17	1	0	0	0
INSTITUTES	100 (17.1%)	384 (65.8%)	68 (11.6%)	12 (2.1%)	11 (1.9%)	9 (1.5%)
N.A.I.T.	49	193	43	4	8	3
S.A.I.T.	51	191	25	8	3	6
JUN. COLLEGES	49 (29.7%)	90 (54.5%)	12 (7.3%)	8 (4.8%)	4 (2.4%)	2 (1.2%)
Grande Prairie	6	6	0	0	1	0
Lethbridge	8	19	1	0	0	0
Medicine Hat	3	11	3	2	0	1
Mount Royal	27	47	6	2	1	1
Red Deer	5	7	2	4	2	0
TOTAL	160 (19.7%)	522 (64.1%)	83 (10.2%)	20 (2.5%)	16 (2.0%)	13 (1.6%)

VII. SUMMARY

The nature of the data dealing with staff characteristics in this survey is in itself so general and the staffs in the institutions so varied that prudence should be exercised when interpreting the further generalizations which emerge as a summary of the chapter.

Administrators, heads of divisions and instructors existed in the ratio of about 1:2:17. Women comprised about 15 per cent of all staff. About 50 per cent of the staff were under thirty-six years of age, agricultural colleges having had the slightly younger staff. About 85 per cent of staff were married. The ratio of staff with no children, one child, two, three and four or more children was about 4:2:3:3:2. More than 50 per cent of the staff had a salary over $9,000, the junior colleges having had the highest percentage of staff in the higher salary ranges.

About 80 per cent of staff took their secondary and post-secondary education in Canada. About 60 per cent of staff had never held a teaching certificate. With about 54 per cent, junior colleges had the highest percentage of staff with teaching certificates while agricultural colleges and institutes of technology had greater percentages of staff than junior colleges with qualifications in certificate and diploma courses. The greatest percentage of staff, about 30 per cent, held a bachelors degree as their highest qualification and junior college staff held the highest percentage of the higher degrees.

While about 60 per cent of staff gained their highest certificate or diploma in Canada, over 75 per cent gained their

highest academic qualification there. About 25 per cent of staff gained their highest certificate or diploma over ten years ago but 40 per cent of staff gained their highest degree over ten years ago. However, while 20 per cent of staff gained their highest certificate or diploma within the last four years, 40 per cent of staff gained their highest degree in this same period of time. Almost 70 per cent of staff had taken 3 to 7 years of full-time study to acquire their qualifications; about 35 per cent had used no part-time study.

About 60 per cent of staff indicated that they were not studying to improve their qualifications, and about 50 per cent said that they had no immediate plans for a future program. However, it must be noted that some of the 50 per cent were at present working on a program. About 33 per cent of staff were working on a bachelors or higher degree. Junior colleges had the highest percentage of staff who were working on or who planned to work on post-graduate degrees. Staff of the other two types of institutions did not necessarily have open to them this avenue of a post-graduate degree.

An examination of previous full-time employment showed that 60 per cent had come from non-educational institutions such as business, industry or private enterprise; very little exchange occurred among the institutions, or among the universities and the institutions. The distribution of years in previous employment showed no noticeable pattern. However, about 88 per cent of staff had their previous employment in Canada with about 74 per cent in Alberta itself.

The staff who had the most years in full-time employment outside educational institutions were in institutes of technology.

Almost 75 per cent of staff had no teaching experience in elementary and secondary education, with junior colleges having the highest percentage of staff and institutes of technology having the lowest percentage of staff with this experience. About 80 per cent of staff had been instructing in post-secondary institutions for up to seven years. However, recency of employment in their present institutions was shown by the fact that the greatest percentage had been employed only one or two years, with junior colleges having 55.2 per cent in this category.

There was some doubt that staff knew what minimum academic qualifications were required to obtain their present position. However, about 68 per cent of agricultural college staff nominated a bachelors degree; about 50 per cent of junior college staff nominated a masters degree, with others nominating a bachelors degree with evidence of working towards a masters degree.

Over 90 per cent of total staff understood that no teaching certificate was required to obtain their position. Almost 80 per cent of the staff of institutes of technology indicated that experience in business or industry was essential. However, the relatively small percentage of 18 per cent in junior colleges most probably represented the staff of the non-academic programs which occurred to varying degrees in the junior colleges.

A summary of information on tenure of employment, period of day worked to fulfil the hours of duty, and percentage of total hours of duty spent instructing would be somewhat misleading. For further information, reference should be made to these questions in this chapter. (supra, pp. 72 and 75)

The answers to "category of greater part of instruction" gave some indication of the nature of the major programs in the institutions. About 50 per cent of staff in junior colleges indicated instruction in "university transfer or equivalent academic" courses while about 50 per cent of staff of institutes of technology indicated "technical, technological" courses.

About 40 per cent of staff said that they instructed part-time over and above their full-time work and indicated a variety of courses.

In terms of future aspirations, 77 per cent of staff indicated either that they had no firm ideas at present or that they preferred to stay in their present institutions. About 75 per cent expressed a desire to be located in Canada while 64 per cent wished to remain in Alberta.

CHAPTER V

ANALYSES OF CROSS-TABULATED ITEMS OF STAFF CHARACTERISTICS BASED ON SUBDIVISIONS BY TYPE OF INSTITUTION

The data obtained from the cross-tabulation of selected staff characteristics on the basis of subdivisions by type of institution are set out in Tables XXXIX to LIV. For Tables XLIV to XLVII, Table XLIX, Table LI and Table LIII detailed frequency tables, Tables LV to LXI respectively, are to be found in Appendix F.

For tables in this chapter and in Appendix F the totals of frequencies do not necessarily equal the number of respondents, nor do percentages total 100 per cent because the "did not answer" frequencies have been omitted.

The cross-tabulated items are discussed in four groups as follows:

1. Position on Staff (Table XXXIX to XLI);
2. Sex (Tables XLII and XLIII);
3. Salary (Tables XLIV to XLVI);
4. Place of Secondary Education (Tables XLVII to LIV).

I. POSITION ON STAFF

Highest Academic Attainment

The data presented in Table XXXIX show the distribution between position on staff and highest academic attainment. The highest percentage of administrators, namely 28.9 per cent, occurred equally in each of the categories, "bachelors degree or equivalent" and "masters degree or equivalent." This percentage

TABLE XXXIX

DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO POSITION ON STAFF AND HIGHEST ACADEMIC ATTAINMENT

Position on Staff	Type of Institution	Highest Academic Attainment							
		Less than grade 12	Grade 12	Grade 12 but less than bachelors degree	Bach. degree or equiv.	2 bach. degrees or equiv.	Masters degree or equiv.	2 mast. degrees or equiv.	Earned doctoral degree
Administrator	Ag. Coll.	0	0	1	0	1	1	0	0
	Institutes	0	1	4	5	2	4	0	1
	Jun. Coll.	0	0	0	6	3	6	0	3
	Total (38)	0	1	5	11	6	11	0	4
	Percentage	0.0	2.6	13.2	28.9	15.8	28.9	0.0	10.5
Head of Division	Ag. Coll.	0	1	2	7	2	1	0	0
	Institutes	2	7	10	23	5	9	2	1
	Jun. Coll.	0	0	2	2	1	14	1	0
	Total (92)	2	8	14	32	8	24	3	1
	Percentage	2.2	8.7	15.2	34.8	8.7	26.1	3.3	1.1
Instructor	Ag. Coll.	4	4	4	26	6	3	0	1
	Institutes	53	82	120	153	50	46	2	0
	Jun. Coll.	0	0	8	29	24	57	6	3
	Total (681)	57	86	132	208	80	106	8	4
	Percentage	8.4	12.6	19.4	30.5	11.7	15.6	1.2	0.6

NOTE: For tables in this chapter totals of frequencies will not necessarily equal the number of respondents nor percentages total 100 per cent because the "did not answer" frequencies have been omitted.

represented 11 in each category out of 38 administrators. There were 4 of the 38, or 10.5 per cent with a doctoral degree.

Most heads of divisions had a bachelors degree or equivalent, 32 out of 92 in the group (34.8 per cent). About 26 per cent had a masters degree. One head of a division had a doctorate. The greatest percentage of instructors had a bachelors degree or equivalent, 208 out of 681 representing 30.5 per cent.

Sex

Examination of the data in Table XL shows that of the 38 administrators 3 were women, that is 7.9 per cent; 5 of the 92 heads of divisions, or 5.4 per cent, were women; 106 of the 682 or 15.5 per cent of instructors were women.

Salary

Table XLI indicates the distribution between position on staff and salary. The greatest percentage of administrators (42.1 per cent) was receiving a salary in the over $13,000 category. With heads of divisions the greatest percentage (38.0 per cent) occurred in the $11,500 to $12,999 range; an additional 26 per cent were in the range $10,000 to $11,499 so that about 64 per cent were receiving a salary in the $10,000 to $12,999 range. Almost 85 per cent of instructors had a salary which was in the range $7,000 to $11,499. Equal fractions, 111 out of 673 or 16.5 per cent, occurred in each of the ranges $7,000 to $7,999 and $10,000 to $11,499. Also, about equal numbers occurred in the ranges $8,000 to $8,999 and $9,000, to $9,999, 163 and 185 out of 673 respectively, giving percentages of 24.2 and 27.5 per cent.

TABLE XL

DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO POSITION ON STAFF AND SEX

Position on Staff	Type of Institution	Sex	
		Male	Female
Administrator	Ag. Coll.	3	0
	Institutes	15	2
	Jun. Coll.	17	1
	Total (38)	35	3
	Percentage	92.1	7.9
Head of Division	Ag. Coll.	11	2
	Institutes	59	0
	Jun. Coll.	17	3
	Total (92)	87	5
	Percentage	94.6	5.4
Instructor	Ag. Coll.	39	10
	Institutes	445	61
	Jun. Coll.	92	35
	Total (682)	576	106
	Percentage	84.9	15.5

NOTE: Frequencies for the category "other" have been included with "instructor."

TABLE XLI

DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO POSITION ON STAFF AND SALARY

Position on Staff	Type of Institution	Yearly Salary in Dollars									
		Less than 4000	4000 to 4999	5000 to 5999	6000 to 6999	7000 to 7999	8000 to 8999	9000 to 9999	10000 to 11449	11~~0~~00 5 to 12999	Over 13000
Administrator	Ag. Coll.	0	0	0	0	1	0	0	0	0	2
	Institutes	0	0	1	0	0	0	4	2	4	6
	Jun. Coll.	0	0	0	0	0	1	1	4	4	8
	Total (38)	0	0	1	0	1	1	5	6	8	16
	Percentage	0.0	0.0	2.6	0.0	2.6	2.6	13.2	15.8	21.1	42.1
Head of Division	Ag. Coll.	0	0	1	1	3	0	2	4	2	0
	Institutes	0	0	0	0	0	5	11	18	23	2
	Jun. Coll.	0	0	0	1	1	0	1	4	10	3
	Total (92)	0	0	1	2	4	5	14	26	35	5
	Percentage	0.0	0.0	1.1	2.2	4.3	5.4	15.2	28.3	38.0	5.4
Instructor	Ag. Coll.	4	2	0	0	8	8	10	11	0	0
	Institutes	2	5	4	44	98	134	135	71	13	0
	Jun. Coll.	0	0	1	0	5	21	40	29	23	5
	Total (673)	6	7	5	44	111	163	185	111	36	5
	Percentage	0.9	1.0	0.7	6.5	16.5	24.2	27.5	16.5	5.3	0.7

NOTE: Frequencies for the category "other" have been included with "instructor."

II. DISTRIBUTION BY SEX

Previous Full-Time Employment

When the data in Table XLII are examined the greatest percentages of males and females, namely 64.0 per cent and 42.5 per cent respectively, are shown to have been previously employed in non-educational institutions. Of the 694 males, 46 or 6.6 per cent had been studying full-time; however, 15.0 per cent of females had been full-time students. Of the 113 females, 13 or 11.5 per cent, indicated that they had come from homemaking to their present position.

Highest Academic Attainment

The data in Table XLIII show that 43.4 per cent of females had a bachelors degree or equivalent as their highest academic attainment, while only 29.0 per cent of males were in this category. Of the 696 males, 224 or 32.2 per cent had two bachelors degrees or higher attainments, while of the 113 females, 30 or 26.6 per cent had the equivalent range of degrees.

III. DISTRIBUTION BY SALARY

Employment outside Educational Institutions

Detailed frequencies for the distribution of staff by type of institution according to salary and years of employment outside educational institutions are shown in Table LV in Appendix F. Table XLIV which summarizes this data shows no particular distribution of frequencies to which attention should be drawn except perhaps in the two salary ranges $7,000 to $8,999 and $9,000 to $11,449. In these two salary ranges about twice as many staff as in any of the other

TABLE XLII

DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO SEX AND IMMEDIATE PREVIOUS FULL-TIME EMPLOYMENT

		Immediate Previous Full-Time Employment								
Sex	Type of Institution	Agric. coll.	Instit. of tech.	Jun. coll.	Univer- sity	Comm. educ. instit.	Student at one of previous 5	Home- making	Non- educ. instit.	Other
Male	Ag. Coll.	5	0	0	1	1	10	0	22	14
	Institutes	2	15	1	33	4	20	0	391	51
	Jun. Coll.	0	2	9	9	1	16	0	31	56
	Total (694)	7	17	10	43	6	46	0	444	121
	Percentage	1.0	2.4	1.4	6.2	0.9	6.6	0.0	64.0	17.4
Female	Ag. Coll.	1	0	0	0	1	1	2	4	3
	Institutes	1	1	0	3	0	6	6	38	8
	Jun. Coll.	0	1	1	6	2	10	5	6	7
	Total (113)	2	2	1	9	3	17	13	48	18
	Percentage	1.8	1.8	0.9	8.0	2.7	15.0	11.5	42.5	16.0

TABLE XLIII

DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO SEX AND HIGHEST ACADEMIC ATTAINMENT

		Highest Academic Attainment							
Sex	Type of Institution	Less than grade 12	Grade 12	Grade 12 but less than bachelors degree	Bach. deg. or equiv.	2 bach. degrees or equiv.	Masters degree or equiv.	2 masters degrees or equiv.	Earned doctoral degree
Male	Ag. Coll.	3	4	3	28	9	5	0	1
	Institutes	50	86	118	151	49	57	4	2
	Jun. Coll.	0	0	6	23	24	63	6	4
	Total (696)	53	90	127	202	82	125	10	7
	Percentage	7.6	12.9	18.2	29.0	11.8	18.0	1.4	1.0
Female	Ag. Coll.	1	1	4	5	0	0	0	0
	Institutes	5	3	16	30	7	2	0	0
	Jun. Coll.	0	0	4	14	4	14	1	2
	Total (113)	6	4	24	49	11	16	1	2
	Percentage	5.3	3.5	21.2	43.4	9.7	14.2	0.9	1.8

TABLE XLIV

DISTRIBUTION OF STAFF BY SALARY AND YEARS OF EMPLOYMENT OUTSIDE EDUCATIONAL INSTITUTIONS

Yearly Salary in Dollars		Years of Employment Outside Educational Institutions			
		None	1 to 4	5 to 10	Over 10
Less than 5000	Total (13)	1	5	4	3
	Percentage	7.7	38.5	30.8	23.1
5000 to 6999	Total (59)	13	18	14	14
	Percentage	22.0	30.5	23.7	23.7
7000 to 8999	Total (284)	39	65	65	115
	Percentage	13.7	22.9	22.9	40.5
9000 to 11449	Total (345)	47	71	75	152
	Percentage	13.6	20.6	21.7	44.1
Over 11449	Total (104)	19	29	32	24
	Percentage	18.3	27.9	30.8	23.1

ranges of years of employment had been in employment outside educational institutions 10 years or more.

Highest Academic Attainment

In Appendix F Table LVI gives detailed frequencies for the distribution of staff by type of institution according to salary and highest academic attainment. The summary in Table XLV indicates that in each of the salary ranges up to $8,999 the greatest percentage of staff was in the "less than a bachelors degree" academic attainment category. In the $9,000 to $11,449 salary range the greatest percentage of staff occurred in the "one or two bachelors degrees" category. In the highest salary range, over $11,449, the greatest percentage of staff was in the "one or two masters degrees" category. The frequencies showed a trend for staff on higher salaries to also have higher academic attainments.

Years Instructing in Post-Secondary Educational Institutions

Table LVII in Appendix F presents detailed frequencies for the distribution of staff by type of institution according to salary and number of years instructing in post-secondary educational institutions. The condensed information in Table XLVI shows that, except for the highest salary range, the greatest percentage of staff in the other salary ranges had been instructing in post-secondary educational institutions for 1 to 4 years. However, in relation to the years of instructing in post-secondary educational institutions the percentage of staff in the 1 to 4 year range decreased from 91.7 per cent in the less than $5,000 range to 50.1 per cent in the $9,000 to $11,449 range. At the same time in the 5 to 10 year range

TABLE XLV

DISTRIBUTION OF STAFF BY SALARY AND HIGHEST ACADEMIC ATTAINMENT

Yearly Salary In Dollars		Highest Academic Attainment			
		Less than a bachelors degree	One or two bachelors degrees	One or two masters degrees	Earned doctoral degree
Less than 5000	Total (12)	12	0	0	0
	Percentage	100.0	0.0	0.0	0.0
5000 to 6999	Total (59)	41	15	3	0
	Percentage	69.5	25.4	5.1	0.0
7000 to 8999	Total (283)	151	109	22	1
	Percentage	53.4	38.5	7.8	0.4
9000 to 11449	Total (347)	95	176	76	0
	Percentage	27.4	50.7	21.9	0.0
Over 11449	Total (105)	4	43	51	7
	Percentage	3.8	41.0	48.6	6.1

TABLE XLVI

DISTRIBUTION OF STAFF BY SALARY AND NUMBER OF YEARS INSTRUCTING IN POST-SECONDARY EDUCATIONAL INSTITUTIONS

Yearly Salary In Dollars		Years Instructing in Post-Secondary Educational Institutions			
		None	1 to 4	5 to 10	Over 10
Less than 5000	Total (12)	0	11	0	1
	Percentage	0.0	91.7	0.0	8.3
5000 to 6999	Total (47)	2	42	3	0
	Percentage	4.3	89.4	6.4	0.0
7000 to 8999	Total (278)	1	215	53	9
	Percentage	0.4	77.3	19.1	3.2
9000 to 11449	Total (343)	5	172	117	49
	Percentage	1.5	50.1	34.1	14.3
Over 11449	Total (104)	1	33	47	23
	Percentage	1.0	31.7	45.2	22.1

the percentage of staff increased from nothing to 45.2 per cent. Of the staff who were receiving over $11,449 the greatest percentage (45.2 per cent) had been instructing in post-secondary educational institutions for from 5 to 10 years.

The data in Table XLVI tend to show that salary increased with an increase in the years that staff had instructed in post-secondary educational institutions.

IV. PLACE OF SECONDARY EDUCATION

Tables LVIII to LXI in Appendix F furnish detailed frequencies of the pairs of staff characteristics compared in Tables XLVII to LIV.

Place of Post-Secondary Education

Tables XLVII and XLVIII allow a comparison to be made between types of institutions on the basis of places where secondary education and post-secondary education were taken. Agricultural colleges and institutes of technology had about the same percentage of staff (47 per cent) who took both their post-secondary education and all or the largest part of their secondary education in Alberta; junior colleges had about 36 per cent of staff. About 26 per cent and 23 per cent of staff respectively of agricultural and junior colleges did both forms of education in Canadian provinces other than Alberta, while about 17 per cent of staff of the institutes of technology did so. The junior colleges with 11.5 per cent had the largest percentage of staff who did both secondary and post-secondary education in the United States while the institutes of technology with 13.4 per cent had the largest percentage of staff from continental Europe and the

TABLE XLVII

DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO PLACE OF SECONDARY EDUCATION AND PLACE OF POST-SECONDARY EDUCATION

Place of Post Secondary Education	Type of Institution	N	Place of Secondary Education									
			All or largest part in Alberta		All or largest part in another Canadian province		Largest part in U.S.A.		Largest part in contin. Europe or British Isles		Largest part elsewhere	
			f	%	f	%	f	%	f	%	f	%
Alberta	Ag. Coll.	65	31	47.7								
	Institutes	584	276	47.3								
	Jun. Coll.	165	60	36.4								
Another Canadian province	Ag. Coll.	65			17	26.2						
	Institutes	584			101	17.3						
	Jun. Coll.	165			38	23.0						
U.S.A.	Ag. Coll.	65					0	0.0				
	Institutes	584					9	1.5				
	Jun. Coll.	165					19	11.5				
Contin. Europe or Br. Isles	Ag. Coll.	65							5	7.7		
	Institutes	584							78	13.4		
	Jun. Coll.	165							7	4.2		
Elsewhere	Ag. Coll.	65									0	0.0
	Institutes	584									10	1.7
	Jun. Coll.	165									3	1.8

TABLE XLVIII

DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO SECONDARY EDUCATION AND POST-SECONDARY EDUCATION IN CANADA AND ELSEWHERE

Place of Post Secondary Education	Type of Institution	N	Place of Secondary Education			
			Canada		Elsewhere	
			f	%	f	%
Canada	Ag. Coll.	65	52	80.0	2	3.1
	Institutes	584	437	74.8	28	4.8
	Jun. Coll.	165	111	67.3	6	3.6
Elsewhere	Ag. Coll.	65	5	7.7	5	7.7
	Institutes	584	18	3.8	99	17.0
	Jun. Coll.	165	16	9.7	32	19.4

British Isles in this category.

Table XLVIII gives some indication of the mobility of staff in relation to secondary and post-secondary education. All types of institutions had about 70 per cent or more of staff who had taken both secondary and post-secondary education in Canada, the agricultural colleges having had the largest percentage with 80.0 per cent. Correspondingly, the institutes of technology and the junior colleges had about 17 per cent of staff who had taken both forms of education elsewhere while the agricultural colleges had only 7.7 per cent of staff.

Small percentages of about 3 to 5 per cent of the staff of each type of institution took their secondary education outside Canada and their post-secondary education in Canada. Slightly larger percentages from about 4 per cent, up to about 10 per cent of staff for junior colleges, did their secondary education in Canada but their post-secondary education elsewhere.

Place of Highest Certificate or Diploma

The data in Table XLIX show that 30 to 40 per cent of staff of the types of institutions took their secondary education and gained their highest certificate or diploma in Alberta. Again the institutes of technology with 9.4 per cent of staff had the highest percentage who took their secondary education and gained their highest certificate or diploma in continental Europe and the British Isles.

Table L shows that between 4 and 5 per cent of staff in each institution took their secondary education outside Canada but gained their highest certificate or diploma in Canada. From 1 to 2 per cent took their secondary education in Canada but gained their highest certificate or diploma elsewhere.

TABLE XLIX

DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO PLACE OF SECONDARY EDUCATION AND PLACE OF HIGHEST CERTIFICATE OR DIPLOMA

Place of Highest Certificate or Diploma	Type of Institution	N	Place of Secondary Education									
			All or largest part in Alberta		All or largest part in another Canadian province		Largest part in U.S.A.		Largest part in contin. Europe or British Isles		Largest part elsewhere	
			f	%	f	%	f	%	f	%	f	%
Alberta	Ag. Coll	65	28	43.1								
	Institutes	584	210	36.0								
	Jun. Coll.	165	50	30.0								
Another Canadian province	Ag. Coll.	65			4	6.2						
	Institutes	584			40	6.8						
	Jun. Coll.	165			19	11.5						
U.S.A.	Ag. Coll.	65					0	0.0				
	Institutes	584					6	1.0				
	Jun. Coll.	165					8	4.8				
Contin. Europe or Br. Isles	Ag. Coll.	65							3	4.6		
	Institutes	584							55	9.4		
	Jun. Coll.	165							2	1.2		
Elsewhere	Ag. Coll.	65									0	0.0
	Institutes	584									3	0.5
	Jun. Coll.	165									2	1.2

TABLE L

DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO SECONDARY EDUCATION AND HIGHEST CERTIFICATE OR DIPLOMA IN CANADA AND ELSEWHERE

Place of Highest Certificate or Diploma	Type of Institution	N	Place of Secondary Education			
			Canada		Elsewhere	
			f	%	f	%
Canada	Ag. Coll.	65	37	57.0	3	4.6
	Institutes	584	309	52.9	25	4.3
	Jun. Coll.	165	84	50.9	8	4.8
Elsewhere	Ag. Coll.	65	1	1.5	3	4.6
	Institutes	584	7	1.2	64	11.0
	Jun. Coll.	165	3	1.8	12	7.3

Place of Highest Academic Attainment

Tables XLVII and LI, which compare the place of secondary education with the place of post-secondary education and with the place of highest academic attainment respectively, indicate a similar pattern of percentages. Examination of Tables LII and XLVIII, which show a distribution for Canada and elsewhere, indicates that slightly higher percentages of staff took their secondary education in Canada and gained their highest academic qualification elsewhere than took their secondary education in Canada and took their post-secondary education elsewhere.

Place of Immediate Previous Employment

The distributions in Table LIII, which links places of secondary education and of immediate previous employment, show a similar pattern to the other distributions between places of secondary education and places of post-secondary education, places of highest certificate or diploma, and places of highest academic attainment. About 40 to 50 per cent of the staff of each type of institution had had both their secondary education and their immediate previous employment in Alberta. For those staff who took their secondary education and had their immediate previous employment in the United States of America, the junior colleges had the highest percentage (3.5 per cent), while for continental Europe and the British Isles together, the institutes of technology had the highest percentage (4.3 per cent).

Table LIV, in which the distribution of places is condensed to Canada and elsewhere, shows that, except for the agricultural colleges,

TABLE LI

DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO PLACE OF SECONDARY EDUCATION AND PLACE OF HIGHEST ACADEMIC ATTAINMENT

Place of Highest Academic Attainment	Type of Institution	N	Place of Secondary Education: All or largest part in Alberta		All or largest part in another Can. prov.		Largest part in U.S.A.		Largest part in contin. Europe or British Isles		Largest part elsewhere	
			f	%	f	%	f	%	f	%	f	%
Alberta	Ag. Coll	65	31	47.7								
	Institutes	584	275	47.1								
	Jun. Coll.	165	53	32.1								
Another Canadian province	Ag. Coll.	65			17	26.2						
	Institutes	584			101	17.3						
	Jun. Coll.	165			27	16.4						
U.S.A.	Ag. Coll.	65					0	0.0				
	Institutes	584					9	1.5				
	Jun. Coll.	165					18	10.9				
Contin. Europe or Br. Isles	Ag. Coll.	65							4	6.2		
	Institutes	584							69	11.8		
	Jun. Coll.	165							5	3.0		
Elsewhere	Ag. Coll.	65									0	0.0
	Institutes	584									6	1.0
	Jun. Coll.	165									0	0.0

TABLE LII

DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO SECONDARY EDUCATION AND HIGHEST ACADEMIC ATTAINMENT IN CANADA AND ELSEWHERE

Place of Highest Academic Attainment	Type of Institution	N	Place of Secondary Education			
			Canada		Elsewhere	
			f	%	f	%
Canada	Ag. Coll.	65	50	76.9	3	4.6
	Institutes	584	426	72.9	39	6.7
	Jun. Coll.	165	97	58.8	11	6.7
Elsewhere	Ag. Coll.	65	7	10.8	4	6.2
	Institutes	584	29	5.0	88	15.1
	Jun. Coll.	165	30	18.2	27	16.4

TABLE LIII

DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO PLACE OF SECONDARY EDUCATION AND PLACE OF IMMEDIATE PREVIOUS EMPLOYMENT

Place of Immediate Previous Employment	Type of Institution	N	Place of Secondary Education: All or largest part in Alberta f	%	All or largest part in another Can. province f	%	Largest part in U.S.A. f	%	Largest part in contin. Europe or British Isles f	%	Largest part elsewhere f	%
Alberta	Ag. Coll.	65	33	50.8								
	Institutes	584	269	46.1								
	Jun. Coll.	165	66	40.0								
Another Canadian province	Ag. Coll.	65			9	13.8						
	Institutes	584			46	7.9						
	Jun. Coll.	165			14	8.5						
U.S.A.	Ag. Coll.	65					0	0.0				
	Institutes	584					7	1.2				
	Jun. Coll.	165					14	8.5				
Contin. Europe or Br. Isles	Ag. Coll.	65							2	3.1		
	Institutes	584							25	4.3		
	Jun. Coll.	165							3	1.8		
Elsewhere	Ag. Coll.	65									1	1.5
	Institutes	584									7	1.2
	Jun. Coll.	165									1	0.6

TABLE LIV

DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO SECONDARY EDUCATION AND IMMEDIATE PREVIOUS EMPLOYMENT IN CANADA AND ELSEWHERE

Place of Immediate Previous Employment	Type of Institution	N	Place of Secondary Education			
			Canada		Elsewhere	
			f	%	f	%
	Ag. Coll.	65	52	80.0	4	6.2
Canada	Institutes	584	439	75.2	86	14.7
	Jun. Coll.	165	114	69.1	18	10.9
	Ag. Coll.	65	4	6.2	3	4.6
Elsewhere	Institutes	584	10	1.7	41	7.0
	Jun. Coll.	165	5	3.0	18	10.9

higher percentages of staff took their secondary education outside Canada and had their immediate previous employment in Canada than took their secondary education in Canada and had their immediate previous employment elsewhere.

V. SUMMARY

The nature of the data in this survey of staff characteristics is such that any generalizations drawn from it should be interpreted with some caution.

There was an indication that a higher percentage of administrators held higher degrees than heads of divisions who in turn, on a percentage basis, held higher degrees than instructors. The same trend was indicated for the relationship between position on staff and salary, administrators tending to have been in the highest salary range.

The greater percentage of both males and females came to their present institution from employment in non-educational institutions. While a greater percentage of females than males held a bachelors degree as their highest qualification, the position was reversed when qualifications of two bachelors degrees or higher were considered.

No particular trend was indicated between salary and number of years in employment outside educational institutions. However, staff on higher salaries tended to have higher academic attainments. Also a direct relationship was indicated between increasing salary and increasing number of years in post-secondary educational institutions.

In relation to the place of secondary education and the place of other higher educational activities and of immediate previous

employment, generally about 50 per cent of staff had done both activities in Alberta while about 70 per cent of staff had done both in Canada. Of the three types of institutions, junior colleges tended to have the largest percentage of staff from the United States of America in these categories while the institutes of technology had the largest percentage of staff from continental Europe and the British Isles together.

CHAPTER VI

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

A summary of the problem, the procedures followed in this study, and the findings are presented in this chapter. An outline of conclusions and implications, and recommendations for revision of the questionnaire and for further study completes this chapter.

I. SUMMARY

The Problem

The main purpose of this study was to make an initial survey of selected characteristics of staffs of the five public junior colleges, the two institutes of technology and the three agricultural and vocational colleges in Alberta. The selected characteristics covered personal data, formal training and academic qualifications, work history, nature of the job and future aspirations.

The Procedure

A questionnaire was constructed with thirty-eight items requiring the choice of an answer to each item. The questionnaires were sent to the institutions where, by agreement, they were distributed, collected and returned during the period March-April, 1969. While checking every question of the 814 replies, representing 80.8 per cent return, the data were coded for computer processing with a cross-tabulation program. Frequencies of responses were tabulated in terms of institution and staff characteristic.

The Findings

To avoid possible misinterpretation the reader is reminded of the more detailed summaries which are to be found at the end of Chapters IV and V an pages 84 and 111 respectively.

The data in Chapter IV indicated that administrators, heads of divisions and instructors existed in the ratio of about 1:2:17. Women comprised about 15 per cent of the staff. About 50 per cent of staff were under thirty-six years of age. About 85 per cent of staff were married. About 50 per cent of staff had a salary over $9,000.

About 80 per cent of staff took their secondary and post-secondary education in Canada, while about 60 per cent had never held a teaching certificate. The highest percentage of staff held a bachelors degree (about 30 per cent). While about 60 per cent of staff gained their highest certificate or diploma in Canada over 75 per cent gained their highest academic qualification there. Almost 70 per cent of staff had taken 3 to 7 years of full-time study to acquire their qualifications. About 40 per cent of staff indicated that they were working on programs to improve their qualifications, while about 50 per cent said that they had no immediate plans for a future program.

In relation to immediate previous employment, 60 per cent of staff were in non-educational institutions, about 88 per cent were in Canada, about 74 per cent being in Alberta itself. Very little staff movement between institutions or from universities to the institutions was indicated.

Almost 75 per cent of staff had no teaching experience in elementary or secondary education; about 50 per cent had been instructing in post-secondary institutions for up to seven years.

Over 90 per cent of staff understood that no teaching certificate was required to obtain their position. Almost 80 per cent of staff of institutes of technology indicated that experience in business and industry was essential to obtain their position while about 31 per cent and 18 per cent respectively in agricultural and junior colleges indicated this way.

The cross-tabulations in Chapter V indicated some trends. A higher percentage of administrators held higher degrees than heads of divisions who in turn, on a percentage basis, held higher degrees than instructors. The same trend was indicated for the relationship between position on staff and salary, administrators tending to have been in the highest salary range. Staff on higher salaries tended to have higher academic attainments. Also there was an indication of a direct relationship between increasing salary and increasing number of years in post-secondary educational institutions.

In relation to the place of secondary education and the place of other higher educational activities and of immediate previous employment, generally about 50 per cent of staff had done both activities in Alberta while about 70 per cent of staff had done both in Canada. Junior colleges tended to have the largest percentage of staff from the United States of America in these categories while the institutes of technology had the largest percentage of staff from continental Europe and the British Isles together.

II. CONCLUSIONS AND IMPLICATIONS

Although the data from this survey of selected staff characteristics are of a rather general nature many questions are asked with the hope that, in particular, they will provoke future fruitful discussion. The three types of institutions are administered by essentially three separate authorities. This point should be kept in mind when considering the questions being posed.

1. Of the three types of institutions the agricultural colleges had about 10 per cent more heads of divisions while the junior colleges had about 6 per cent more administrative staff. While not forgetting that the choice of the appropriate position category was a problem for some respondents the data may indicate that institutions are not receiving equivalent consideration for various types of staff.

2. Men outnumber women by about four to one. Do institutions have the percentage of women on staff that is desired? Is this ratio of men to women caused by, (1) a shortage of suitable female staff, or (2) some preference being given to the employment of men? Further investigation would be necessary to discover if institutions have a desirable ratio for extracurricular activities.

3. The average age of the staff was about 35 years with the agricultural and junior colleges having staffs slightly younger than the average. Institutes of technology especially, and to some degree agricultural colleges, generally consider experience in extra-educational employment to be an important requirement for hiring. Junior and agricultural college staffs had had much less experience

in extra-educational employment than the staffs of the institutes of technology, while junior college staffs had had more experience in elementary and secondary education. How important is it that a staff member have had some "practical" experience outside the type of institution in which he intends to make a career? What advantages accrue to an institution requiring previous "practical" experience in the academic programs in the same way as experience is required for technical programs? For example an institution might derive more benefit from a staff member with a masters degree and five years' experience in elementary and secondary education than from one with a doctorate and no other experience. However, for academic programs, present indications are that experience carries little or no weight against university degrees.

4. Junior colleges had almost double the percentage of staff with a salary over $9,000 than did the other two types of institutions. In the scale of salaries university degrees are rated more highly than other qualifications. However, because of the variety of qualifications, is there any coordination between the various employing authorities in determining salary scales? For example, if four persons, who had exactly the same qualifications and experience, were teaching the same program in business education in an agricultural college, in a junior college, in N.A.I.T. and in S.A.I.T., would they receive the same salary? If investigation indicated that they would not then some coordination surely is very desirable.

5. The percentages of staff with various academic qualifications are relatively lower than those given by Medsker. A possible conclusion is that the supply in Canada of persons with various

degrees is insufficient to fill the demands. However, the emphasis should not be on the nominal degree but rather on the standard of academic excellence.

6. More than one-half of the staff had done their secondary education or their post-secondary education, or had gained their highest academic qualifications in Alberta and almost three-quarters of staff had their previous employment in Alberta. Perhaps the institutions have sufficient staff from outside Alberta to satisfy the condition that staff should come from a widely separated number of centres of academic and professional training.

7. About two-fifths of the staff had gained their highest academic qualification over eleven years ago; the same fraction had gained the qualification less than five years ago. About three-fifths of the staff were not working on a program to improve their academic qualifications and about one-half had no immediate plans to do so. Is there a section of the staff who are not keeping abreast of modern developments in their particular field? Are governmental authorities and the institutions themselves offering enough encouragement for staff to do further study? Some staff said that no avenues for improving their qualifications were open to them. Investigation of this point is warranted.

8. Except for university level courses in junior colleges, where the minimum qualification is set by regulation, staffs were uncertain about the minimum qualification necessary to obtain their position. Surely this information should be more readily available to staff.

9. Confusion existed as to the hours of duty according to the

agreement or assignment. Are staff fully informed as to their hours of instructional duty? Should staff be fully informed as to the required hours of instructional duty? Should a statement of the number of hours appear in their contract, agreement or letter of appointment?

10. About two-fifths of staff, and with the institutes of technology almost one-half, instruct part-time over and above their full-time work. Do staff have to take some part-time instruction for financial reasons? Is there a shortage of available staff? To what extent does the additional part-time work interfere with their efficiency during the full-time work? Is part-time work with its financial gain given priority over improving qualifications?

III. RECOMMENDATIONS

The Questionnaire

A critical review of the instrument used in this study should be offered as a guide for refinement of it for any future use. For an initial study seeking basic factual data, the questionnaire was constructed as a forced-answer type both to control the amount of data likely to be offered and for ease of collation of data. In future studies the use of open-answer questions would be advisable in areas where more detailed data may be desired.

In order to identify staff who occupy two or more positions, the creation of further subdivisions in question 1, such as "part head of department and part instructor", is advisable.

If more detailed information on qualifications isrequired, an open-answer multi-dimensional question could be designed in

tabular form to elicit data for each of the items, teaching certificate, certificates and diplomas, and academic qualifications. For example, staff could be asked to list in a table in chronological order, beginning with their first degree, the degrees held, where and when each degree was gained, how many years of full-time and part-time study were devoted to each degree, and other aspects.

Questions 19 and 20 need subdivisions other than just the attainment of formal certificates, diplomas and degrees, as indicated by the replies listed in Appendix D.

For question 21 to achieve its purpose, the words "immediately preceding" need some form of emphasis and "of 12 months duration or more" could be "of about 12 months duration or more."

If question 26 is meant to elicit the number of years staff have been in post-secondary institutions no matter what the particular professional activity then the word "instructed" needs to be changed.

Question 28 could be omitted as it is considered that more accurate information could be obtained by direct contact with the hiring committee of each institution. Question 33 needs to be replaced by a series of questions or perhaps omitted as this item of work load could form a study on its own.

The institutions have such a diverse pattern of programs and use such a variety of terms and classifications that question 34 might be more useful as an open-answer type. The alternative would be to have a different question for each of the three types of institutions.

Further Study

Further and more detailed information may be required on some staff characteristics. Almost all this information can now be gleaned from administrative files in the institutions with little or no further contact with staff being necessary. The data from this survey is expected to be immediately useful and even more useful for comparative purposes in later years.

Three possible worthwhile studies which might be done are indicated by the data obtained:

1. A comparative study on assigned work loads with consideration of academic qualifications, program in which instructing and other assigned responsibilities;

2. An investigation of the many qualifications covering certificates, diplomas, degrees and memberships of professional associations, with one possible purpose being the equation of their value for salary and promotion.

3. A study of staff mobility over a period of years for each type of institution.

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BIBLIOGRAPHY

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APPENDICES

APPENDIX A

STAFF CHARACTERISTICS QUESTIONNAIRE

including (a) letter to respondents,

(b) instructions to respondents.

Multilith copy as sent to each respondent.

Department of Educational Administration,
University of Alberta.
March, 1969.

Dear Colleague,

Having obtained the approval of the Head of your institution I am seeking your cooperation in completing the attached questionnaire which is an Educational Administration study on characteristics of staff in post-secondary institutions in Alberta.

The study is expected to achieve three purposes:

1. the data collected will be analysed and reported to meet thesis requirements;
2. the findings of such a survey will be of interest to the Board of Post-Secondary Education;
3. the descriptive data will be available to and could be useful to staff associations.

The questionnaire is intended for those members who are considered to be full-time instructional and/or administrative staff. It will exclude clerical, custodial and maintenance personnel.

Would you be so good as to take some time to answer the questionnaire? It does not have to be completed at the first attempt but may be completed in sections to suit your periods of available time.

There has been some difficulty in choosing terminology to suit the three types of institutions being surveyed, namely, Junior Colleges, Institutes of Technology and Agricultural and Vocational Colleges. Please choose the "answer of best fit" and in so doing feel free to discuss it with your colleagues as this discussion will not invalidate your answers.

The success and future usefulness of this survey depends on as near to a 100 per cent return from respondents as possible with a 100 per cent answer to questions. Your efforts towards attaining this goal would be very much appreciated.

Thanking you for your cooperation in completing the questionnaire,

Yours sincerely,

A.J. Tod.

INSTRUCTIONS TO RESPONDENTS

1. Read all instructions before starting to answer the questionnaire.

2. Do not place your name on the questionnaire.

3. Check thus ✓ ONE answer only to each question.

4. In a rare number of cases a respondent may find that he is unable to choose a response. In such a case a brief comment at the side of the question as to why would be appreciated.

5. Before placing questionnaire in envelope provided

   (a) please check that you have chosen an answer to every question except numbers 12, 13 and 36 which may or may not require an answer from you;

   (b) tear off the two sheets "letter to colleagues" and "instructions to respondents."

6. Seal envelope and return as soon as possible to the person on the staff who is coordinating data collection for your institution.

STAFF CHARACTERISTICS QUESTIONNAIRE

Please check ONE response only to each question.

POSITION AND INSTITUTION

1. Please check ✓ the category which best fits your position.

1.____ Administrator
2.____ Head of Division or Department
3.____ Instructor, lecturer, teacher
4.____ other (please name) ______________________________

2. Institution at which employed? Check one.

1.____ Fairview Agricultural and Vocational College
2.____ Olds Agricultural and Vocational College
3.____ Vermilion Agricultural and Vocational College
4.____ Northern Alberta Institute of Technology
5.____ Southern Alberta Institute of Technology
6.____ Grande Prairie Junior College
7.____ Lethbridge Junior College
8.____ Medicine Hat Junior College
9.____ Mount Royal Junior College
10.____ Red Deer Junior College

PERSONAL DATA

3. What is your sex?

1.____ male
2.____ female

4. Age in years? (as of January 1, 1969)

1.____ under 26 years
2.____ 26 to 30 years
3.____ 31 to 35 years
4.____ 36 to 40 years
5.____ 41 to 45 years
6.____ 46 to 50 years
7.____ 51 to 55 years
8.____ 56 to 60 years
9.____ 61 to 65 years
10.____ 66 years and over

5. What is your marital status?

1.____ single
2.____ married
3.____ other

6. How many children do you have?

1.____ none
2.____ 1
3.____ 2
4.____ 3
5.____ 4 or more

7. What is your yearly salary as a full-time employee of the institution?

1.____ less than $4,000
2.____ $4,000 to $4,999
3.____ $5,000 to $5,999
4.____ $6,000 to $6,999
5.____ $7,000 to $7,999
6.____ $ 8,000 to $ 8,999
7.____ $ 9,000 to $ 9,999
8.____ $10,000 to $11,449
9.____ $11,500 to $12,999
10.____ over $13,000

FORMAL TRAINING AND ACADEMIC QUALIFICATIONS

8. Where did you take your secondary (junior high and high) education?

1.____ all in Alberta
2.____ largest part in Alberta
3.____ all in Canadian provinces other than Alberta
4.____ largest part in Canadian provinces other than Alberta
5.____ largest part in United States of America
6.____ largest part in Continental Europe (name country) ______________
7.____ largest part in British Isles
8.____ largest part elsewhere (name country) ______________

9. Where did you take your post-secondary (post-high school) academic, professional, technical or trade preparation?

1.____ this question is not relevant for me
2.____ all in Alberta
3.____ largest part in Alberta
4.____ all in Canadian provinces other than Alberta
5.____ largest part in Canadian provinces other than Alberta
6.____ largest part in United States of America
7.____ largest part in Continental Europe (name country) ______________
8.____ largest part in British Isles
9.____ largest part elsewhere (name country) ______________

10. Answer ONE only in relation to a teaching certificate.

1.____ I have never held a teaching certificate.
2.____ My first teaching certificate was obtained in Alberta,
3.____ in another Canadian province,
4.____ in another country. (Please name) ________________

11. Check the category which indicates the highest certificate or diploma held by you. (Please look at question 14 before answering this question.)

1.____ certificate for course of one year or less (non-university)
2.____ diploma for course of two years or less (non-university)
3.____ diploma for course of more than two years (non-university)
4.____ journeyman's (or trade) certificate
5.____ teaching certificate (name type) ____________________
6.____ other (please name and give duration of course) ______________
____
7.____ not applicable, no certificate or diploma held

12. Where did you obtain the qualification marked in question 11?

1.____ in Alberta
2.____ in another Canadian province
3.____ in United States of America
4.____ in continental Europe (name country) ________________
5.____ in British Isles
6.____ elsewhere (name country) ________________

13. How many years ago did you attain the qualification marked in question 11?

1.____ 1 to 2 years
2.____ 3 to 4 years
3.____ 5 to 7 years
4.____ 8 to 10 years
5.____ 11 to 20 years
6.____ over 20 years

14. What is the highest academic attainment you have? Check ONE.

1.____ less than grade 12 completed or equivalent
2.____ grade 12 completed or equivalent
3.____ post grade 12 but less than bachelor's degree
4.____ bachelor's degree or equivalent
5.____ two bachelor's degrees or equivalent
6.____ master's degree or equivalent
7.____ two master's degrees or equivalent
8.____ an earned doctoral degree

15. Where did you obtain the qualification marked in question 14?

1.____ in Alberta
2.____ in another Canadian province
3.____ in United States of America
4.____ in continental Europe (name country) ________________
5.____ in British Isles
6.____ elsewhere (name country) ________________

16. How many years ago did you obtain the qualification marked in question 14?

1.____ 1 to 2 years
2.____ 3 to 4 years
3.____ 5 to 7 years
4.____ 8 to 10 years
5.____ 11 to 20 years
6.____ over 20 years

17. How many academic years of full-time post-secondary education has it taken you to acquire your present academic, professional, technical and trade qualifications? Please do not include any part-time study as this is covered in question 18.

1.____ none
2.____ 1 to 2 years
3.____ 3 to 4 years
4.____ 5 to 7 years
5.____ 8 to 10 years
6.____ over 10 years

18. For how many calendar years were you in attendance doing part-time post-secondary education to attain or towards attaining your present academic, professional, technical and trade qualifications?

1.____ none
2.____ 1 to 2 years
3.____ 3 to 4 years
4.____ 5 to 7 years
5.____ 8 to 10 years
6.____ over 10 years

19. What program are you at present working on towards improving your academic, professional, technical or trade qualifications?

1.____ none
2.____ 1 year certificate program or equivalent (non-university)
3.____ 2 year diploma program or equivalent (non-university)
4.____ journeyman's (trade) certificate or equivalent
5.____ bachelor's degree program or equivalent
6.____ a second bachelor's degree program or equivalent
7.____ a master's degree program or equivalent
8.____ a doctoral degree program

20. What is the next program you are planning to take to improve your academic, professional, technical or trade qualifications?

1.____ no immediate plans
2.____ one year certificate program (non-university) or equivalent
3.____ two year diploma program (non-university) or equivalent
4.____ journeyman's (trade) certificate program or equivalent
5.____ bachelor's degree program or equivalent
6.____ second bachelor's degree program or equivalent
7.____ master's degree program or equivalent
8.____ doctoral degree program

WORK HISTORY

21. Where was your full-time employment (of 12 months duration or more) immediately preceding your employment at your present College (or Institute)?

1.____ at an Agricultural and Vocational College
2.____ at an Institute of Technology
3.____ at a Junior College
4.____ at a University
5.____ at a commercial educational institution (e.g. business schools)
6.____ at one of the above institutions as a student
7.____ homemaking
8.____ in a non-educational institution (e.g. business, industry or private enterprise)
9.____ in a category not covered above (please name) ________________

22. What was the number of years in the employment marked in question 21?

1.____ 1 to 2 years
2.____ 3 to 4 years
3.____ 5 to 7 years
4.____ 8 to 10 years
5.____ over 10 years

23. Where was the employment which you marked in question 21?

1.____ in Alberta
2.____ in another Canadian province
3.____ in United States of America
4.____ in continental Europe (name country) ________________
5.____ in British Isles
6.____ elsewhere (name country) ________________

24. What is the total number of years that you have worked in full-time yearly employment outside educational institutions?

1.____ none
2.____ 1 to 2 years
3.____ 3 to 4 years
4.____ 5 to 7 years
5.____ 8 to 10 years
6 ____ over 10 years

25. What is the total number of years that you have taught full-time in elementary and secondary education (grades 1 to 12)?

1.____ none
2.____ 1 to 2 years
3.____ 3 to 4 years
4.____ 5 to 7 years
5.____ 8 to 10 years
6.____ over 10 years

26. What is the total number of years that you have instructed, as a full-time staff member, in post-secondary educational institutions?

1.____ 1 to 2 years
2.____ 3 to 4 years
3.____ 5 to 7 years
4.____ 8 to 10 years
5.____ 11 to 20 years
6.____ over 20 years

27. What is the total number of years that you have been employed at the present College (or Institute)?

1.____ 1 to 2 years
2.____ 3 to 4 years
3.____ 5 to 7 years
4.____ 8 to 10 years
5.____ 11 to 20 years
6.____ over 20 years

28. What minimum academic standard is required to obtain your present employment?

1.____ no set standard to my knowledge
2.____ no set standard
3.____ grade 12 completed
4.____ 1 year certificate or equivalent
5.____ 2 year diploma or equivalent
6.____ trade or technical qualification
7.____ bachelor's degree or equivalent
8.____ master's degree or equivalent
9.____ doctoral degree

29. To obtain your present employment were you required to hold a teaching certificate?

1.____ yes
2.____ no
3.____ some preference was indicated for a teaching certificate
4.____ don't know

30. Was experience in business or industry an essential requirement to obtain your present employment?

1.____ yes
2.____ no
3.____ don't know

NATURE OF THE JOB

31. What is your tenure of employment under the terms of your present agreement or working conditions?

1.____ no tenure
2.____ under probation during first year of employment (contract)
3.____ under probation beyond first year of employment (contract)
4.____ tenure granted (permanent employee)

32. In order to fulfil the hours of duty in the terms of your agreement, or assigned teaching load, do you work -

1.____ day only?
2.____ mainly day plus some night?
3.____ mainly night plus some day?
4.____ night only?

33. Of the total hours of duty in the terms of your agreement or assigned teaching load what percentage is spent instructing (lecturing, teaching, demonstrating) in the classroom or equivalent instructional room?

1.____ none
2.____ 1 to 19 per cent
3.____ 20 to 39 per cent
4.____ 40 to 59 per cent
5.____ 60 to 79 per cent
6.____ 80 to 99 per cent
7.____ 100 per cent

34. In relation only to your full-time employment in what category do you do the greater part of your instruction?

1.____ university transfer or equivalent academic
2.____ technical, technological
3.____ vocational
4.____ trade or apprenticeship
5.____ high school or equivalent
6.____ communicative arts or equivalent
7.____ adult continuing non-credit programs
8.____ business education and/or administration
9.____ fine arts
10.____ not applicable, fully administrative

35. Whether it be at your present college or institute or elsewhere do you instruct part-time for which you receive payment over and above your full-time work?

1.____ yes 2.____ no

36. If your answer to question 35 is "yes" in what program is the major part of your additional part-time instruction?

1.____ special interest short courses, continuing education
2.____ high school or equivalent
3.____ vocational, secretarial
4.____ technical, technological
5.____ university or equivalent academic
6.____ other program (please name) ____________________________

FUTURE ASPIRATIONS

37. What are your future aspirations for professional advancement?

1.____ no firm ideas at present
2.____ stay in present institution
3.____ transfer to an Agricultural and Vocational College
4.____ transfer to an Institute of Technology
5.____ transfer to a Junior College
6.____ transfer to a University
7.____ transfer to business, industry or private enterprise
8.____ other (please name) ____________________________

38. Where would you prefer to be located?

1.____ no idea at present
2.____ remain in Alberta
3.____ in another Canadian province
4.____ in the United States of America
5.____ elsewhere (name country) ______________________

THANK YOU for your cooperation. Would you now return this questionnaire to the collection point as soon as possible.

APPENDIX B

COPIES OF CORRESPONDENCE CONNECTED WITH THIS STUDY

1. Initital letter from Chairman, Board of Post-Secondary Education to the ten institutions.
2. Initial letter to Heads of the ten institutions.
3. Approval form.
4. Second letter to Heads of the ten institutions.
5. Information form.
6. Typical final letter sent to the Head of each institution.

A COPY OF THE LETTER TO THE TEN INSTITUTIONS FROM THE CHAIRMAN BOARD OF POST-SECONDARY EDUCATION

December 13, 1968.

Copies to: College Deans and Presidents, Institutes of Technology, Agricultural and Vocational Colleges, and the President of A.A.J.C.F.

Re: Study of Instructional Staff Characteristics in Colleges, Agricultural Colleges and Institutes of Technology

A graduate student in Educational Administration at the University of Alberta, Alex Tod who is a staff member of the Department of Education in Australia on educational leave for one year, is proposing to do a study of staff characteristics as described above in partial fulfilment of the requirements for the M.Ed. degree. The Provincial Board would be very interested in the findings of such a study, and likely the staff associations in these institutions would as well. Mr. Tod is now preparing a research proposal for his advisor. The proposal will describe in detail the purpose and scope of the study. Data for the study would probably be obtained directly from staff members via a questionnaire to be prepared by Mr. Tod.

I realize that instructors are very busy and that questionnaires often request information which could be obtained from institutional records. However, the questionnaire does provide an efficient means from the researcher's viewpoint for data collection.

Because at this stage of the development of a post-secondary system in this province there is an urgent need for a variety of studies of operational characteristics like this one proposed, I request the cooperation of your instructional staff members in this study.

Further details regarding the study will be available in January, and questionnaires will be ready for distribution in February.

Will you please discuss this request with your instructional staff members and reply.

Your continued cooperation and assistance will be sincerely appreciated.

Yours truly,
H. Kolesar,
Chairman,
Board of Post-Secondary Education.

A COPY OF THE INITIAL LETTER TO HEADS OF THE TEN INSTITUTIONS

Department of Educational Administration,
University of Alberta,
Edmonton.

February 11, 1969.

To College Deans and Presidents, and Principals of Institutes of Technology and Agricultural and Vocational Colleges.

In December 1968 you should have received an initial communication from Dr. Kolesar, Chairman, Board of Post-Secondary Education, concerning a study on characteristics of staffs of post-secondary institutions. As intimated by Dr. Kolesar the study is expected to achieve three purposes:

1. the data collected will be analysed and reported to meet thesis requirements;
2. the findings of such a survey will be of interest to the Board;
3. the descriptive data will be available to and could be useful to staff associations.

I am now seeking your initial approval to submit a questionnaire to the staff of your institution.

Attached are two draft copies of the questionnaire plus a draft letter and draft directions to respondents. In anticipating your approval and the staff's cooperation in this matter I should appreciate it if two persons would spare some time to offer comments and suggestions for refinement of the questionnaire. Suggestions, preferably with reasons, may cover the deletion or addition of questions or even the addition of a major field of characteristics not at present covered. The primary criterion for a question is that it must require factual information only and not require the expression of an opinion. In commenting on terminology please keep in mind that the questionnaire is covering three types of institutions as indicated in the subject heading above.

The questionnaire is also being edited by various other groups of people. An assessment of necessary variations will be made when all comments are received. No further draft copy will be presented to you for consideration unless there is some major change.

Definition of Respondent: The questionnaire is intended for those members of staff who are considered to be full-time instructional and/or administrative staff. It will exclude clerical, custodial and maintenance personnel.

Attention to this matter at your earliest convenience would be much appreciated as I plan to have the final draft of the questionnaire in the hands of respondents by the first day of March.

It is important at this stage that both you and your staff appreciate that the final draft of the questionnaire will not be in this "ditto" stencil reproduction but in a much clearer and more presentable reproduction.

Would you please complete the information requested on the attached form and return it with the edited questionnaires?

Thanking you in anticipation of your cooperation in this matter,

Yours sincerely,

A. J. Tod

A COPY OF THE APPROVAL FORM

Name of Institution . . . .

1. Approval is granted to submit a questionnaire to the staff of this institution. YES NO

2. Number of staff eligible as defined to complete the questionnaire is ____________________________

Signed . . . .

Dean/ President/ Principal

February, 1969.

A COPY OF THE SECOND LETTER TO HEADS OF THE TEN INSTITUTIONS

Department of Educational Administration,
University of Alberta,
Edmonton 7.
March 7th, 1969.

To College Deans and Presidents, Principals of Institutes
of Technology and Agricultural and Vocational Colleges

I have forwarded to you today under separate cover the questionnaires and envelopes for distribution to your staff. Please pass on my special thanks to whomever you allocate the onerous duty of distributing and collecting the questionnaires and returning them to me. I suggest that those completed might be returned at the end of each week so that I can gradually prepare the information for computer processing.

An attached sheet concerns part-time employees and the number of questionnaires handed out. When the necessary information is available would you please complete the form and return it to me.

I wish to draw attention to my definition of a respondent in my first letter to you. The "full-time" refers to his "work load" and not to his conditions of hiring. Thus, if a person is hired on a semester basis but has a "full work load" he is included. Also "full work load" covers the continuum from fully instructional to fully administrative.

In reference to your request for copies of the analyzed data you are assured that each of the ten institutions concerned will receive a copy of the completed thesis.

I must again express my thanks to you and your staff for your cooperation. With a high percentage return I can foresee that the information obtained will be most useful to both the staff and administrators.

Yours sincerely,

A. J. Tod

A COPY OF THE INFORMATION FORM

PART-TIME INSTRUCTORS, TEACHERS, LECTURERS.

For each part-time instructional staff member would you please assess his "work load" as a percentage of what is considered to be a "full work load" in your particular college or institute and complete the table below.

% of "full work load"	number of part-time staff
0 - 25 per cent	
26 - 50 per cent	
51 - 75 per cent	
over 75 per cent	

QUESTIONNAIRE RESPONSE

As you well know one necessary and important aspect of a thesis is that it records the percentage number of responses to a questionnaire. Without this information no dependable interpretation of data can be made.

Would you please complete the following:-

Number of questionnaires forwarded to institution . . .

Number of questionnaires distributed to staff . . . . .

Signed . . . .
Dean, President, Principal.

Date . . . .

Institution . . . .

Please return to - A. J. Tod,
Department of Educational Administration,
University of Alberta,
Edmonton 7.

A COPY OF A TYPICAL FINAL LETTER SENT TO HEADS OF THE TEN INSTITUTIONS

Department of Educational Administration,
University of Alberta,
Edmonton 7.
April 23rd, 1969.

Mr. . . . .
Principal,
. . . .

Dear Mr. . . . .

I am very pleased to have received almost a . . . . per cent reply so far to my questionnaire. However, I am writing to all institutions asking that a final request be made to staff who have not yet returned a completed questionnaire. I shall wait for all mail posted up until Friday, 2nd May before going ahead with the processing of the data.

Please express my sincere thanks to Mr. . . . . for handling the questionnaires for me and once again many thanks to yourself and your staff for the cooperation I have received.

Yours sincerely,

A. J. Tod.

APPENDIX C

Respondents' answers to the category "other" of question 11

A list of the many professional associations and similar organizations, and other professional courses and qualifications given by respondents.

HIGHEST CERTIFICATE OR DIPLOMA HELD

Respondents' Replies to Category "other" of Question 11

Associate of Royal College of Art, London, England - 3 years post Diploma

Associate in Arts Degree - 2 years

Graduate Diploma in Education - 1½ years

Graduate Course in Library Science - 1 year

General Certificate of Education (Advanced) - 2 years

Registered Nurse; Diploma in Nursing Education

First Class Alberta Steam Engineer

Alberta First Class Engineer's Certificate

Association of Professional Engineers of British Columbia and Alberta

Institute of Mechanical Engineering

Institute of Electrical Engineering

Alberta Society of Engineering Technologists (Senior Technologist), a journeyman and an Electrical Master's Licence

City and Guilds (London) in machine shop engineering

Diploma of Engineering (England) - 4 years

Strip Mine Foreman and Manager's Certificate; Blaster's Certificate

Timber Engineer - 4 years

Ontario College of Education for Instructors of Technology

Registered Dietition - 1 year internship, University of Washington

Registered Laboratory Technician

Laboratory Technician (Research)

Registered Technician (Medical Technologists)

Advanced Registered Technologist

Canadian Society of Laboratory Technologists

Diploma in Dental Hygiene - 2 years

Diploma of Imperial College, London, England - 1 year post-graduate

Higher National Certificate (Great Britain)

Academician Printer, Royal Canadian Academy of Arts

Registered Industrial Accountant

Chartered Accountant

APPENDIX D

Respondents' answers especially coded into a newly created category "other" in question 19.

A list of the courses or programs which respondents indicated they were doing to improve their qualifications.

PRESENT PROGRAM TO IMPROVE QUALIFICATIONS

Replies Coded Into Category "other" in Question 19

University courses as a special student

Taking courses for value but not leading towards a degree

Membership of National Societies

Industrial experience during summer leave

Non-credit physics

Night courses

Summer courses

Miscellaneous university and other courses

Senior Engineering Technologist, under the requirements of the Alberta Society of Engineering Technologists - 3 years

Practising artist attending seminars, lectures, etc.

Management Development Certificate

Public Administration

Continuing professional study in field of fine arts

Specific courses in areas in which I am instructing

Advanced trade courses

Canadian Society of Laboratory Technologists - Advanced Registered Technologist

Senior matriculation; university entrance

Completing grade 12; home study

APPENDIX E

Respondents' answers in category 9 of question 21.

A list of respondents' nominated previous employments which were recoded from category 9, "in a category not covered above", to category 8, "in a non-educational institution (e.g. business, industry or private enterprise)."

PREVIOUS FULL-TIME EMPLOYMENT

Replies Coded from Category 9 to Category 8

Royal Canadian Air Force; Canadian military
Alberta Government Telephones
Provincial Government; government
Correctional institution
Business consultant's practice
Department of Education
Department of Transport
R.C.M.P. Communications Branch
Hospital
Design engineer; Consulting engineer
Department of Lands and Forests
Farming
Public health agency
Social agency
Social Welfare Department
Research Council of Alberta
Public agency
Department of Public Welfare
Consultant chemist
Journeyman in industry
Laboratory and X-Ray school
Construction

APPENDIX F

Appendix F contains tables of frequencies as follows:-

1. Distribution of staff by type of institution according to salary and years of employment outside educational institutions.
2. Distribution of staff by type of institution according to salary and highest academic attainment.
3. Distribution of staff by type of institution according to salary and number of years instructing in post-secondary educational institutions.
4. Distribution of staff by type of institution according to place of secondary education and place of post-secondary education.
5. Distribution of staff by type of institution according to place of secondary education and place of highest certificate or diploma.
6. Distribution of staff by type of institution according to place of secondary education and place of highest academic attainment.
7. Distribution of staff by type of institution according to place of secondary education and place of immediate previous employment.

NOTE:- Total of frequencies will not necessarily equal number of respondents as the "did not answer" frequencies have been omitted from the seven tables in Appendix F.

TABLE LV

FREQUENCY DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO SALARY AND YEARS OF EMPLOYMENT OUTSIDE EDUCATIONAL INSTITUTIONS

Yearly Salary In Dollars	Type of Institution	Years of Employment Outside Educational Institutions					
		None	1 to 2	3 to 4	5 to 7	8 to 10	Over 10
Less than 4000	Ag. Coll.	0	2	1	0	1	0
	Institutes	0	0	1	1	0	0
	Jun. Coll.	0	0	0	0	0	0
4000 to 4999	Ag. Coll.	1	0	0	1	0	0
	Institutes	0	1	0	0	1	3
	Jun. Coll.	0	0	0	0	0	0
5000 to 5999	Ag. Coll.	0	1	0	0	0	0
	Institutes	2	1	1	1	0	0
	Jun. Coll.	1	0	0	0	0	0
6000 to 6999	Ag. Coll.	5	1	1	0	0	0
	Institutes	5	7	5	4	9	14
	Jun. Coll.	0	0	1	0	0	0
7000 to 7999	Ag. Coll.	5	2	0	2	0	3
	Institutes	10	8	13	15	9	43
	Jun. Coll.	5	0	1	0	0	0

TABLE LV (continued)

Yearly Salary In Dollars	Type of Institution	Years of Employment Outside Educational Institutions					
		None	1 to 2	3 to 4	5 to 7	8 to 10	Over 10
8000	Ag. Coll.	3	0	1	1	0	3
to	Institutes	12	9	18	22	12	65
8999	Jun. Coll.	4	3	10	4	0	1
9000	Ag. Coll.	2	1	3	3	1	2
to	Institutes	8	6	15	17	19	85
9999	Jun. Coll.	17	7	5	3	1	8
10000	Ag. Coll.	1	2	3	4	0	4
to	Institutes	8	7	8	10	9	49
11449	Jun. Coll.	11	8	6	3	5	4
11500	Ag. Coll.	0	0	0	1	0	1
to	Institutes	0	5	4	10	6	15
12999	Jun. Coll.	11	6	6	6	2	6
Over	Ag. Coll.	0	0	1	1	0	0
13000	Institutes	0	1	2	2	1	2
	Jun. Coll.	8	1	3	2	1	0

TABLE LVI

FREQUENCY DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO SALARY AND HIGHEST ACADEMIC ATTAINMENT

Yearly Salary In Dollars	Type of Institution	Highest Academic Attainment							
		Less than grade 12	Grade 12	Grade 12 but less than bachelors degree	Bach. degree or equiv.	2 bach. degrees or equiv.	Masters degree or equiv.	2 mast. degrees or equiv.	Earned doctoral degree
Less than 4000	Ag. Coll.	1	1	1	0	0	0	0	0
	Institutes	2	0	0	0	0	0	0	0
	Jun. Coll.	0	0	0	0	0	0	0	0
4000 to 4999	Ag. Coll.	0	1	1	0	0	0	0	0
	Institutes	4	0	1	0	0	0	0	0
	Jun. Coll.	0	0	0	0	0	0	0	0
5000 to 5999	Ag. Coll.	0	1	0	0	0	0	0	0
	Institutes	0	1	3	1	0	0	0	0
	Jun. Coll.	0	0	0	1	0	0	0	0
6000 to 6999	Ag. Coll.	0	0	1	5	1	0	0	0
	Institutes	9	9	16	7	0	3	0	0
	Jun. Coll.	0	0	1	0	0	0	0	0
7000 to 7999	Ag. Coll.	1	1	4	6	0	0	0	0
	Institutes	12	24	26	26	7	2	0	0
	Jun. Coll.	0	0	0	4	0	2	0	0

TABLE LVI (continued)

Yearly Salary In Dollars	Type of Institution	Highest Academic Attainment							
		Less than grade 12	Grade 12	Grade 12 but less than bachelors degree	Bach. degree or equiv.	2 bach. degrees or equiv.	Masters degree or equiv.	2 mast. degrees or equiv.	Earned doctoral degree
8000 to 8999	Ag. Coll.	2	1	0	4	0	0	0	1
	Institutes	18	24	36	45	6	8	1	0
	Jun. Coll.	0	0	2	7	4	9	0	0
9000 to 9999	Ag. Coll.	0	0	0	8	2	2	0	0
	Institutes	10	21	39	47	15	18	0	0
	Jun. Coll.	0	0	7	9	7	18	1	0
10000 to 11449	Ag. Coll.	0	0	0	10	3	2	0	0
	Institutes	0	6	12	34	22	17	0	0
	Jun. Coll.	0	0	0	9	10	16	2	0
11500 to 12999	Ag. Coll.	0	0	0	0	2	0	0	0
	Institutes	0	2	1	17	7	8	3	2
	Jun. Coll.	0	0	0	4	7	24	1	1
Over 13000	Ag. Coll.	0	0	0	0	1	1	0	0
	Institutes	0	1	0	4	0	3	0	0
	Jun. Coll.	0	0	0	1	0	8	3	4

TABLE LVII

FREQUENCY DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO SALARY AND NUMBER OF YEARS INSTRUCTING IN POST-SECONDARY EDUCATIONAL INSTITUTIONS

Yearly Salary In Dollars	Type of Institution	Years Instructing in Post-Secondary Educational Institutions						
		None	1 to 2	3 to 4	5 to 7	8 to 10	11 to 20	Over 20
Less than 4000	Ag. Coll.	0	4	0	0	0	0	0
	Institutes	0	1	1	0	0	0	0
	Jun. Coll.	0	0	0	0	0	0	0
4000 to 4999	Ag. Coll.	0	2	0	0	0	0	0
	Institutes	0	1	2	0	0	1	0
	Jun. Coll.	0	0	0	0	0	0	0
5000 to 5999	Ag. Coll.	0	0	0	1	0	0	0
	Institutes	2	2	0	0	0	0	0
	Jun. Coll.	0	1	0	0	0	0	0
6000 to 6999	Ag. Coll.	0	7	0	0	0	0	0
	Institutes	0	37	5	1	0	0	0
	Jun. Coll.	0	0	0	0	1	0	0
7000 to 7999	Ag. Coll.	0	4	5	2	0	1	0
	Institutes	0	64	24	5	1	0	0
	Jun. Coll.	0	6	0	0	0	0	0

TABLE LVII (continued)

Yearly Salary In Dollars	Type of Institution	Years Instructing in Post-Secondary Educational Institutions						
		None	1 to 2	3 to 4	5 to 7	8 to 10	11 to 20	Over 20
8000 to 8999	Ag. Coll.	0	2	2	2	1	1	0
	Institutes	0	51	42	36	2	3	3
	Jun. Coll.	1	12	3	4	0	1	0
9000 to 9999	Ag. Coll.	0	5	2	4	1	0	0
	Institutes	0	33	38	36	18	21	2
	Jun. Coll.	0	27	5	5	2	1	0
10000 to 11449	Ag. Coll.	0	2	2	3	1	6	1
	Institutes	4	10	22	29	10	13	3
	Jun. Coll.	1	17	9	8	0	1	1
11500 to 12999	Ag. Coll.	0	0	0	0	0	2	0
	Institutes	0	1	7	13	11	6	2
	Jun. Coll.	1	8	8	9	4	4	2
Over 13000	Ag. Coll.	0	0	0	0	1	1	0
	Institutes	0	0	1	1	2	4	0
	Jun. Coll.	0	2	6	3	3	1	1

TABLE LVIII

FREQUENCY DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO PLACE OF SECONDARY EDUCATION AND PLACE OF POST-SECONDARY EDUCATION

Place of Post Secondary Education	Type of Institution	Place of Secondary Education							
		All in Alberta	Largest part in Alberta	All in Can.prov. except Alberta	Largest part in Can.prov. except Alberta	Largest part in U.S.A.	Largest part in contin. Europe	Largest part in British Isles	Largest part else-where
Question not relevant to me	Ag. Coll.	1	0	0	0	0	0	0	0
	Institutes	4	1	0	0	0	1	0	0
	Jun. Coll.	0	0	0	0	0	0	0	0
All in Alberta	Ag. Coll.	25	1	1	0	0	1	0	0
	Institutes	211	17	12	11	0	5	2	0
	Jun. Coll.	39	1	0	0	0	0	0	0
Largest part in Alberta	Ag. Coll.	5	0	1	0	0	0	0	0
	Institutes	40	8	11	5	0	6	6	2
	Jun. Coll.	15	5	8	2	0	1	0	1
All in Can. prov. other than Alberta	Ag. Coll.	0	1	16	0	0	0	0	1
	Institutes	2	1	57	3	1	1	0	0
	Jun. Coll.	1	0	21	0	0	0	0	0

TABLE LVIII (continued)

Place of Post Secondary Education	Type of Institution	Place of Secondary Education							
		All in Alberta	Largest part in Alberta	All in Can.prov. except Alberta	Largest part in Can.prov. except Alberta	Largest part in U.S.A.	Largest part in contin. Europe	Largest part in British Isles	Largest part else-where
Largest part in Can.prov. other than Alberta	Ag. Coll.	0	0	1	0	0	0	0	0
	Institutes	12	1	34	7	0	0	1	3
	Jun. Coll.	2	0	13	4	0	0	3	1
Largest part in U.S.A.	Ag. Coll.	4	0	1	0	0	0	0	0
	Institutes	10	3	3	1	9	0	0	2
	Jun. Coll.	12	1	3	0	19	0	2	1
Largest part in contin. Europe	Ag. Coll.	0	0	0	0	0	0	0	0
	Institutes	0	0	0	0	0	29	0	0
	Jun. Coll.	0	0	0	0	0	1	0	0
Largest part in British Isles	Ag. Coll.	0	0	0	0	0	0	5	0
	Institutes	0	1	0	0	0	0	49	0
	Jun. Coll.	0	0	0	0	0	0	6	0
Largest part Elsewhere	Ag. Coll.	0	0	0	0	0	0	0	0
	Institutes	0	0	0	0	0	0	0	10
	Jun. Coll.	0	0	0	0	0	0	0	3

TABLE LIX

FREQUENCY DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO PLACE OF SECONDARY EDUCATION AND PLACE OF HIGHEST CERTIFICATE OR DIPLOMA

Place of Highest Certificate or Diploma	Type of Institution	Place of Secondary Education							
		All in Alberta	Largest part in Alberta	All in Can.prov. except Alberta	Largest part in Can.prov. except Alberta	Largest part in U.S.A.	Largest part in contin. Europe	Largest part in British Isles	Largest part else-where
In Alberta	Ag. Coll.	27	1	5	0	0	1	1	0
	Institutes	191	19	35	14	0	13	8	2
	Jun. Coll.	44	6	10	2	2	1	1	2
In another Canadian province	Ag. Coll.	0	0	4	0	0	0	1	0
	Institutes	7	3	34	6	0	0	2	0
	Jun. Coll.	2	1	17	2	0	0	2	0
In U.S.A.	Ag. Coll.	1	0	0	0	0	0	0	0
	Institutes	1	2	1	0	6	0	0	0
	Jun. Coll.	2	0	0	0	8	0	0	0

TABLE LIX (continued)

Place of Highest Certificate or Diploma	Type of Institution	Place of Secondary Education							
		All in Alberta	Largest part in Alberta	All in Can.prov. except Alberta	Largest part in Can. prov. except Alberta	Largest part in U.S.A.	Largest part in contin. Europe	Largest part in British Isles	Largest part else-where
In contin. Europe	Ag. Coll.	0	0	0	0	0	0	0	0
	Institutes	0	0	0	0	0	20	0	0
	Jun. Coll.	0	0	1	0	0	0	0	0
In British Isles	Ag. Coll.	0	0	0	0	0	0	3	0
	Institutes	1	1	0	0	0	0	35	0
	Jun. Coll.	0	0	0	0	0	0	2	0
Elsewhere	Ag. Coll.	0	0	0	0	0	0	0	0
	Institutes	0	0	1	0	0	0	0	3
	Jun. Coll.	0	0	0	0	0	0	0	2
Not Applic.	Ag. Coll.	8	1	11	0	0	0	0	1
	Institutes	74	7	41	7	4	8	12	10
	Jun. Coll.	21	0	15	2	9	1	6	2

TABLE LX

FREQUENCY DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO PLACE OF SECONDARY EDUCATION AND PLACE OF HIGHEST ACADEMIC ATTAINMENT

Place of Highest Academic Attainment	Type of Institution	Place of Secondary Education							
		All in Alberta	Largest part in Alberta	All in Can.prov. except Alberta	Largest part in Can.prov. except Alberta	Largest part in U.S.A.	Largest part in contin. Europe	Largest part in British Isles	Largest part else-where
In Alberta	Ag. Coll.	30	1	1	0	0	1	1	0
	Institutes	253	22	20	16	0	13	14	5
	Jun. Coll.	48	5	11	2	1	1	2	4
In another Canadian province	Ag. Coll.	0	1	17	0	0	0	0	1
	Institutes	11	3	91	10	1	0	3	3
	Jun. Coll.	3	1	26	1	0	0	3	0
In U.S.A.	Ag. Coll.	5	0	2	0	0	0	0	0
	Institutes	15	7	6	1	9	1	0	3
	Jun. Coll.	18	1	8	2	18	0	2	2

TABLE LX (continued)

Place of Highest Academic Attainment	Type of Institution	Place of Secondary Education							
		All in Alberta	Largest part in Alberta	All in Can.prov. except Alberta	Largest part in Can.prov. except Alberta	Largest part in U.S.A.	Largest part in contin. Europe	Largest part in British Isles	Largest part else-where
In contin. Europe	Ag. Coll.	0	0	0	0	0	0	0	0
	Institutes	0	0	0	0	0	27	0	0
	Jun. Coll.	0	0	0	0	0	1	0	0
In British Isles	Ag. Coll.	0	0	0	0	0	0	4	0
	Institutes	0	0	0	0	0	1	41	0
	Jun. Coll.	0	0	0	1	0	0	4	0
Elsewhere	Ag. Coll.	0	0	0	0	0	0	0	0
	Institutes	0	0	0	0	0	0	0	6
	Jun. Coll.	0	0	0	0	0	0	0	0

TABLE LXI

FREQUENCY DISTRIBUTION OF STAFF BY TYPE OF INSTITUTION ACCORDING TO PLACE OF SECONDARY EDUCATION AND PLACE OF IMMEDIATE PREVIOUS EMPLOYMENT

Place of Immediate Previous Employment	Type of Institution	Place of Secondary Education							
		All in Alberta	Largest part in Alberta	All in Can.prov. except Alberta	Largest part in Can.prov. except Alberta	Largest part in U.S.A.	Largest part in contin. Europe	Largest part in British Isles	Largest part elsewhere
In Alberta	Ag. Coll.	32	1	9	0	0	1	3	0
	Institutes	243	26	76	22	2	35	28	9
	Jun. Coll.	60	6	27	4	4	1	6	4
In another Canadian province	Ag. Coll.	1	0	9	0	0	0	0	0
	Institutes	24	2	41	5	1	3	7	1
	Jun. Coll.	3	0	13	1	0	0	2	1
In U.S.A.	Ag. Coll.	2	0	0	0	0	0	0	0
	Institutes	1	3	0	0	7	1	1	0
	Jun. Coll.	3	1	0	0	14	0	0	0
In contin. Europe	Ag. Coll.	0	0	0	0	0	0	0	0
	Institutes	0	0	0	0	0	3	0	0
	Jun. Coll.	0	0	0	0	0	0	0	0
In British Isles	Ag. Coll.	0	0	0	0	0	0	2	0
	Institutes	2	0	0	0	0	0	22	0
	Jun. Coll.	0	0	0	0	0	0	3	0
Elsewhere	Ag. Coll.	0	1	1	0	0	0	0	1
	Institutes	3	0	1	0	0	0	0	7
	Jun. Coll.	0	0	1	0	0	0	0	1

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